



METAMORPHOSES
VOCATIONAL TECHNICAL SCHOOL

Proposed Start- Up Public Charter School Application
For School Year 20-21

Submitted to Office of Charter Schools
Shelby County Schools
160 S. Hollywood, RM 138
Memphis, TN 38112

Director of Charter Schools
Tennessee Department of Education
9th Floor, Andrew Jackson Tower
710 James Robertson Parkway
Nashville, TN 37243

Submitted on: March 29, 2019

GENERAL INFORMATION

Name of proposed school: **Metamorphoses Vocational Technical School**

Projected year of school opening: **2020-2021**

Charter authorizer for proposed school: **Shelby County Schools District**

Sponsor/ Sponsoring Agency: **Metamorphoses, Inc.**

The sponsor is a not-for profit organization with 501(c)(3): **Yes**

Model or focus of proposed school: **Vocational Technical High School**

Name of primary contact person: **James Robinson**

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Names, current employment, and roles of all people on school design team:

Full Name	Current job title and employer	Position with proposed school
James Robinson	Founder and Executive Director of Metamorphoses, Inc. & Chuck Hutton Toyota Sales Manager	Director of Fund Development and Chief Information Officer
Audrey Aelion, Ph. D.	Consultant, Behavior Analyst	Advisor and Coordinator of Clinical and Social Work Services
Rubbie King, MBA, MS	Inspire Hope – Nonprofit Consultant & United Health Care- Community Health Worker	Interim Human Resources Director, Project Manager
Kimery Irby, LCSW	Consultant Psychotherapist	Data and Systems Analyst
Mike Ferguson	Mike Ferguson Real Estate, Real Estate Broker	Real Estate Advisor

Name of proposed school leader: **Vacant**

Proposed school leader's current employment: **N/A**

City or Geographic community: **Memphis, Cordova location**

Does the proposed school intend to contract or partner with a charter management organization

(CMO) or not-for-profit education service provider? **No**

Does this applicant have charter school applications under consideration by any other authorizers? **No**

Indicate Applicant Type:

X New- Start Applicant

☐ Existing TN Operator Proposing New Focus/ Grade or Existing non-TN operator or Existing ASD Operator

☐ Existing Tennessee Operator Proposing Exact Focus/ Grade Structure

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Metamorphoses Vocational Technical School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English Proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this applicant as a contract with the authorizer, in no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504);
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
 - e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give surety bond in the form prescribed by T.C.A. § 8-19-101; and
8. Will, at all time, maintain all necessary and appropriate insurance coverage.

James D. Robinson

Signature

James D. Robinson

Printed Name of Authorized Signer

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Executive Summary

I. Proposed Plan for School

Metamorphoses Vocational Technical School (hereinafter, “Met Tech”) is an integrated academic CTE program school that offers students opportunities to earn career technical certification with national licensing or certification eligibility. Our students will undergo coaching for nationally accredited industry exams, job placement and postsecondary education. By offering these options, we believe our students will be well equipped to choose programs that best fit his/her needs.

Met Tech will provide a unique experience that integrates best practices from similar schools across the country, preparing students to be innovators and active citizens in our technology-driven world. Met Tech’s learning model will leverage a curriculum integrated with traditional subjects and the inclusion of Pre-Med, Computer Systems & Design Technology, Computer Network & Servers Technology, Automotive Technology and Architectural & Design Engineering. Through core classes and personalized, project-based work, students will develop industry specific skills, a set of capabilities that can be flexibly applied to succeed in four-year college and in a variety of fields. In addition to rigorous academics and project-based learning, our innovative approach focuses on character building, diverse out of school experiences (internships) and developing the social and emotional capacities of our students.

II. Geographical and Population Consideration of the School Environment

Met Tech will provide an integrated high quality academic vo-tech high school education in the East Region of Shelby County. We plan to open Fall 2020 with an enrollment of approximately 200 students. When the Founding Group initially began its search for location, we noticed very quickly the scarcity of potential communities. Many of the regions in Shelby County were saturated with high schools. Although we knew that only one school existed in the choice area, our decision to select the location was based on accessibility for potential students residing in surrounding areas. Easily accessible from all points I-40 and 240, the desired location is perfectly situated for potential students residing in Cordova, Bartlett, Germantown, Lakeland, Arlington, Rural Shelby County, Frayser and Raleigh areas. The Founding Group has identified two locations, 7260 Goodlett Farm Parkway and 7171 Goodlett Farm Parkway. Both locations are ideal school settings with ample expansion space as we anticipate the growth of Met Tech.

III. Challenges Particular to Those Considerations of the School Environment

Met Tech recognizes the following challenges to its school environment:

- A full complement School Based Support team of social workers, psychologist, educational evaluator, other specialist to address the needs of our students.
- We will need to expand after school programs through grant funding as they are important for crime prevention, gang prevention, and additional academic support.
- In order to make accessible for parents to attend evening school functions, we would like to offer transportation and childcare.
- Translation services will be needed for interpretive services to encourage non-English

parents to attend parent-student conferences and other parent student engagement activities.

- We will need a home visit support staff to address the various needs of our students may arise: attendance, lack of phone, educational neglect.
- Additional academic support will be needed to improve performance on state-wide testing.

IV. Applicant Team Capacity to Fully Operate and Open a High-Quality School Given the Above Considerations

The Founding Group has more than 20 years of experience working with delinquent youth, youth exposed to adverse childhood experiences, their families and the community through postsecondary instruction, programming, mentorship, post-secondary and the civil and criminal legal systems. Met Tech will recruit, employ and retain high quality academic staff that shares the same passion, mission and vision as the Applicant Team.

The Founding Group members are graduates and parents of Shelby County public school students, are concerned about the scarcity of high-quality schools, are fully committed to supporting Met Tech's mission of offering a comprehensive, rigorous education program to Shelby County residents. We have confidence in our ability to consider and address the multitude of issues related to starting a successful school.

The Founding Group will set high expectations for the academic professionals it recruits and hires. The academic professionals will possess the ability and innovation to set high expectations for all students. They will be enthusiastic and subject matter experts for the requisite grade levels. They will possess a love of learning; knowledge of discipline and classroom management techniques. The Founding Group will be partners in this integrated academic vocational role.

Conclusion

We strongly believe in our holistic approach to education that is responsive to students' social emotional learning and individual academic needs. We seek to address those needs by offering students a program that allows them to earn high school credentials, attend a post-secondary institution, or start work in a career that will pay them more than minimum wage. We have developed an innovative CTE or vocational program that will give students national or industry certifications as well as an integrated, rigorous academic curriculum.

SECTION 1: Academic Plan Design and Capacity

1.1 School Mission and Vision

A. Provide a mission statement for the proposed charter school. Describe the vision of the proposed school and how it will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102

“Where a child born in Dallas is now competing with a child in New Delhi, where your best job qualification is not what you do, but what you know- education is no longer just a pathway to opportunity and success, it’s a prerequisite for success.” – President Barak Obama¹

Mission Statement: Metamorphoses Vocational Technical School, a School of Professional Development (“Met Tech”) is a community project-based school that provides comprehensive, rigorous, and personalized education preparing its students to lead purposeful, productive and sustainable lives.

Successful students in the 21st Century aim high and know how to tailor their educational program to meet their aspirations. Under-skilled students do not have the same options. Shelby County has a 20.8% poverty rate in a population size of 934,600 residents.²

Many residents cannot get a job with most of the employers that hire in Memphis because they lack a high school credential. In too many instances, the challenge remains just as daunting for Shelby County residents who have secondary school credentials but can't read at an eighth-grade level and lack writing and math skills - all in an area that has one of the most highly-skilled labor markets in the nation. Without academic fundamentals, the possibility of achieving career goals and a means of financial stability will remain out of grasp for many County residents, affecting educational outcomes for their children and further contributing to intergenerational poverty.

Opportunity youth continue to struggle to connect in our economy. Even as the United States economy continues to grow, unemployment rates are low and monthly job reports are strong, youth and young adults- particularly African Americans- continue to have unemployment rates well above that of the workforce as a whole.³

Opportunity youth are the 4.6 million young people between the ages of 16 and 24 who are neither enrolled in school nor participating in the labor market. Youth disconnection has fallen from the peak rate of 14.7% during the height of the Great Recession in 2010 to 11.7% in 2016. More importantly, there are disparities in disconnection rates between white youth and youth of color: in 2016, 9.2% of white youth were disconnected from school and work, compared to 13.7% of Latino youth and 17.2% of black youth.

¹ Remarks By President Barak Obama to the Hispanic Chamber of Commerce on A Complete and Competitive American Education, March 10, 2009.

² [Datausa.io/profile/geo/Shelby-county-tn](https://datausa.io/profile/geo/Shelby-county-tn)

³ Creating entrepreneurship pathways for opportunity youth, early experiences from the youth entrepreneurship fund grantees, Klein, J. Nemoy, Y. January 2019.

If we are to decrease economic disparities among residents, it is imperative that stakeholders identify a useful, strategic approach to address literacy deficits and unemployment. We know the task will be formidable but have rolled up our sleeves and are determined to make a difference.

B. Describe the vision of the proposed school and how it will help achieve the school's mission.

Vision: *All children can learn, become self-motivated life-long learners, function as responsible citizens and actualize their potential as productive citizens in the local and global societies and in the 21st century workforce.*

Met Tech has a singular vision: to be an inclusive high-quality, highly rigorous career technical public charter school rivaling the very best in its league. We combine relevant academic studies with cutting edge career specialized learning techniques that meet industry standards. Our graduates will pass nationally recognized examinations. With their newly acquired skills, licenses and confidence, our students will thrive and maximize career potentials in the marketplace.

The result will be individuals, who are poised to provide stable financial lifestyles for their families, contribute to the quality of the workforce, enhance the tax base of Shelby County, and change the trajectory of intergenerational poverty for their children—bringing into focus the ripple of change we strive to achieve.

Met Tech will take the learning process one step further than the existing public charter schools. Course offerings and career tracks at Met Tech will lead to a high school diploma and a career technical education skill certificate of completion. Our students will undergo coaching for nationally accredited industry exams, job placement, or go on to postsecondary education.

By increasing available options, we believe students can choose the program(s) that best fits his or her needs. Our research shows that current educational opportunities in the District may not sufficiently support total needs of all learners, leading to frustration and disengagement. We have designed our program to keep students engaged from the beginning of their selection of a career pathway to its successful conclusion. Teachers, counselors, mentors, and student peers will all play a part in supporting the students and helping them to complete the program successfully.

Shelby County has a dropout rate of 9%. That means approximately 84, 000 people in Shelby County lack a high school diploma and marketable job skills. High school dropout rates across the country are high for many socioeconomic reasons. In Memphis the education crisis is staggering. 1-1.4% of Memphis has no schooling. 14.1% have less than high school 29.7% of Memphians have High School diplomas or GED. The need for additional schools to break the intergenerational cycle of poverty is needed to decrease the rates of this population.

Successful educational experiences are crucial for adolescents' self-efficacy beliefs and their decisions to remain in school. Academic failure leaves students vulnerable to seeking approval from negative peer groups, joining illegal and dangerous activities, and dropping out of school. Through our project-based, CTE-integrated curriculum, adolescents will be engaged in multiple modes of learning that tap into their areas of strength reward them for creativity and provide them with opportunities for success.

We will support our students' growth through this critical stage, ideally serving them from ninth grade through their first year after high school graduation, as we offer Shelby County residents better-quality high school placement options.

B. Provide a rationale for selecting the community where the proposed school will locate

Met Tech initially consider other areas and utilizing under-utilized SCS vacancy space. Many of the areas were already saturated with charter and SCS schools. For the most part, additional funding would be required for extensive capital improvements and renovations. More importantly, Met Tech needed a space that would support its full complement of CTE programs. The Founding Group did not want the daunting task of starting a school, leasing temporarily and continuously looking for other real estate to satisfy the needs of the school and the student population. One of our primary concerns was student retention should we need to relocate to better space.

Other factors that influenced the decision to locate the school in the Cordova area were: (1) It was the least populated with SCS or Charter schools (2) The area lacks 150 seats necessary for the growing population of rising and current high school students in the Cordova area. There appears to be overcrowding at Cordova High. The area would benefit from students and parents having choices in the child's education (3) Convenience-the location is easily accessible from all points of 40, I-240, Germantown Parkway (Dexter) and Appling (4) Safety- the schools is located in a professional commercial location. The Goodlett Farm Parkway corridor has roving security, there is not a lot of random traffic that travels that area (5) facility requirements- Met Tech needed space that would accommodate steady growth in a more modern facility. Both locations are less than ten years old. They would require less capital improvement than an older building, both facilities have ample parking. The 7171 Goodlett Farm building has warehouse/flex space to be easily converted to non-academic uses (gym, etc.) There are large open spaces that can be easily converted to classroom and classrooms with labs. Newer construction has lower maintenance cost and we believe that the location would be attractive to prospective parents and (6) Given the increasing skill and credential demands in Shelby County's labor market, it is likely that students at lower levels of literacy (both in terms of basic literacy and language proficiency-will be increasingly marginalized from employment, or stuck in low-paying jobs, unless steps are taken to increase access to CTE education and related services. According to the Regional Analysis report, there exist a great need for a school such as Met Tech in the area.

Met Tech will have the greatest impact in the area for academics and postsecondary/career readiness. Met Tech's ultimate goal is to ensure that its students are no longer

marginalized but given a real opportunity to participate fully in the economy regardless of socioeconomic status and family background.

According to the Detailed Occupational Analysis of the Continued Growth for Tennessee's Economy 2017 Report. See Table 1., more rapid growth in the professional and business services, financial activities, and leisure and hospitality industries will boost employment in the computer and mathematical and business and financial occupations, as well as for office and administrative occupations such as customer service representatives. Healthcare support is expected to be the third fastest-growing group.

The top three critical skills in terms of growth are speaking, active listening, and reading comprehension Table 6 contains information on the Fastest Growing industries with more than 1,000 Employment in 2017. Other rapidly growing industries are in the information sector are expected to be in the top 20 in terms of industry growth: data processing, hosting and related services (5.6%) and software publishers (7.7%), creating more than a thousand new jobs.

Among goods producing sectors, the **Construction** sector is expected to be the most rapidly growing at 1.6 %. The fastest growing detailed industries will be in residential building construction (2361), including single and multi-family and home remodelers.

Manufacturing is expected to be the fourth largest employer sector in Tennessee, comprising 352,610 jobs in 2019 and with average weekly wages of \$1,084 in the third quarter of 2017. ⁴ According to the report, the median hourly wages in Memphis, TN is \$16.26. Despite national trends showing manufacturing declining, motor vehicle parts and motor vehicle manufacturing are expected to grow faster than two percent and cause total manufacturing employment to move in a positive direction.

Computer and Mathematical occupations with an annual growth rate of 3.3% is the fastest growing occupational group. The report predicted that in 2017, employment in this sector is expected to top 57,610 in the state by 2019, creating annual total openings of more than 5,400 and playing the third highest median wages (\$70, 140) of the 22 occupational groups.

The largest occupation is computer user support specialists (10,050 employment in 2017), followed by computer systems analysts. The fastest growing mathematical occupations with more than 30 employment in 2017 are statisticians (8.3% annually), actuaries (5.2%) and operations research analysts (5.0%). Among the computer occupations, the fastest growing are software developers, applications (5.0%) and information security analysts (4.8%). **Healthcare Support** occupations, the third most rapidly growing group (2.5 % annually) has projected annual openings of 11, 220. The median wage of \$26,430 is the sixth lowest among the occupational groups. The largest occupations in this group are nursing assistants, with projected employment of 32,870 in 2019 and 4,160 openings, and medical assistants, with projected employment of 15,690 and expected 2,030 openings. The most rapidly growing occupations are veterinary assistants and laboratory animal caretakers (6.1 % annually) and home health aides (4.9 %).

⁴ *Continued Growth for Tennessee's Economy 2017 Reference Guide*, Department of Labor & Workforce Development, Workforce Insights, Research, and Reporting Engine Division.

Healthcare Practitioners have the tenth largest number of openings (14,830) and the seventh highest per capita average wage (\$55,020). The occupations in this group with the most openings include registered nurses, licensed practical nurses, pharmacy technicians, medical and laboratory technicians, and nurse practitioners. Among the higher paying occupational groups are legal occupations with a median annual wage of \$70,870 (second highest) and architecture and engineering occupations paying on average \$68,380.

Table 1: Fastest Growing Industries with More than 1,000 Employment in 2017

Industry Title	2017 Employment	2019 Employment	New Jobs Created	Annual Average Growth Rate (%)
Facilities Support Services	4,770	6,080	1,310	12.9
Automotive Equipment Rental and Leasing	6,820	8,190	1,380	9.6
Management, Scientific, & Technical Consulting Services	29,150	34,990	5,850	9.6
Software Publishers	2,930	3,440	470	7.7
Waste Collection	2,680	3,040	360	6.4
Accounting, Tax Preparation, Bookkeeping, Payroll Services	22,390	25,180	2,790	6.1
Insurance Carriers	19,770	22,150	2,380	5.8
Electronic Shopping & Mail Order Houses	5,580	6,240	660	5.8
Warehousing & Storage	34,010	37,990	3,980	5.7
Data Processing, Hosting, and Related Services	5,570	6,210	640	5.6
Waste Treatment & Disposal	2,080	2,320	240	5.5
Agents & Managers for Artists, Athletes, Entertainers & other public figures	1,020	1,130	110	5.4
Continuing Care Retirement Communities & Assisted Living Facilities	14,470	16,040	1,570	5.3
Commercial & Industrial Machinery & Equipment Rental & Leasing	2,710	3,000	290	5.1
Special Food Services	10,360	11,450	1,090	5.1
Individual & Family Services	26,640	29,440	2,800	5.1
Securities & Commodity Contracts Intermediation & Brokerage	5,590	6,180	590	5.1
Other Support Services	10,030	11,080	1,050	5.1

Other Financial Investment Activities	4,300	4,750	450	5.1
Other Professional, Scientific & Technical Services	12,740	14,070	1,330	5.1

C. Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102

Met Tech proposes to meet high standards of student achievement by aligning its integrated academic CTE curriculum with the Next Generation High School Blueprint for Reform in education and the educational standard of Tennessee’s ESSA Plan. This combination is designed to meet high academic standards, which coupled with a high degree of local parental choice and community involvement, provide for the standards, flexibility, and diversity envisaged by the Charter School Statute. Meeting high standards at Met Tech means that the promise of Career Technical Education is one of economic success, opportunity and personal fulfillment. (Dalton, 2013). CTE gives learners the chance to identify and unlock their career passions, develop the academic and technical skills they need for success in the real world, and enter industries in which they can make family sustaining wage and have opportunity for future growth.

In today’s economy, it is imperative that schools offer a rigorous curriculum that includes elements to foster students’ global competitiveness. Met Tech believes that global competitiveness is measured by a rigorous academic skill set, a student’s ability to apply those skills, and skills to acquire international mindedness. It is imperative that students master these skills since an increasing percentage of jobs in the U.S. and worldwide require technology, foreign language skills, and effective interaction with individuals from other countries and cultures (Bilbao-Osorio, Dutta, Geiger, & Lanvin, 2013). Fluency in a foreign language is a skill that is highly valued by employers, which increases an individual’s chances of attaining gainful employment and a higher wage (Kurtz, 2013).

There is also a technology “talent crisis” where 64% of U.S. based companies are unable to find domestic employees who possess the skill set appropriate for technology-related jobs (STEM Education, 2013). This “talent crisis” is expected to grow since technology related jobs are expected to increase steadily in the coming years. A study conducted by Gordon (2009) projects that by the year 2020 the U.S. will demand 123 million highly skilled workers with technology expertise, but there will be only 50 million qualified workers to fill these positions. Met Tech heeds the former president’s call to provide an education that prepares students for college and career readiness within a changing, global world.

Looking at labor competitiveness, eight in ten jobs are estimated to be beyond the reach of workers who lack postsecondary degree, as the market increasingly demands skills requiring more than high school studies. With a growing earnings gap between low- and high-skilled workers, acquiring a post-secondary degree can be a “tipping-point” for low-income workers. What’s more:

- 45 percent of U.S. employers say lack of skills is the “main reason” for entry-level

vacancies.

- Only 42 percent of worldwide employers believe new graduates are adequately prepared for work.
- A 2004 Conference Board survey of 120 corporate members of the Business Roundtable concluded that most companies take written communications into consideration when making their hiring and promotion decisions and implied that many current or prospective employees lack the requisite skills. This conclusion was reinforced by a 2006 Conference Board survey of 431 human resource professionals, which cited writing skills as one of the biggest gaps in workplace readiness.⁵

The result will be Met Tech's development of individuals who have marketable industry recognized skills, the ability to be successful in the workplace or to pursue post-secondary education.

Our Approach

- By combining three elements; hands-on technology learning, skills-based curriculum, and application of knowledge through effective "in town" partnerships, Met Tech will address the school-to-work transition problem in Shelby County for students that desire to enter the workforce upon graduation.
- In partnership with the local business community, Met Tech will prepare students and match them with employers through training and internship opportunities-maximizing student potential and boosting the county's economic productivity.
- Met Tech will serve approximately 200-300 students in Shelby County.
- Met Tech believes every student that has access to essential grade-level curriculum, highly effective initial teaching, and targeted interventions when needed, a vast majority of our students will succeed.

Our Curriculum

Met Tech will be a Professional Learning Community (PLC) school that will provide our students with more than just academic skills. Through the integration of CTE and the Guaranteed & Viable Curriculum, Met Tech will offer a set of 21st Century Skills that are necessary to thrive in today's ever-changing, competitive global economy, through timely, targeted, systematic interventions to all students who demonstrate the need.

This influx of talent will address the current shortage of workers in areas of vital importance in the economic growth of the Shelby County, TN while demonstrating how to be productive members of a community while achieving academic goals.

D. Describe how the mission and vision of this school addresses any priorities set by the chartering authority

Closer to home, with a population of 937,962 residents, 24.1% of Shelby County

⁵ <http://online.wsj.com/news/articles/SB100001424052702304561004579135253438812772>

residents lack a high school education while another 14% have some high school. 24% of Shelby County residents have obtained a Bachelors degree and only 14.3% having obtained a graduate degree according to Point 2 Homes data. (www.point2homes.com).

In 2017, Shelby County placed in the bottom half of the national ranking of large counties with low average weekly wages where Williamson and Davidson Counties placed in the top quarter among the 346 largest U.S. counties according to bls.gov.

In response to the Blueprint for School Reform, Met Tech will deliver a world-class education as a shared responsibility by fostering a school environment that supports the collaboration of our teachers, family and community partnerships to deliver services and supports that address the full range of student needs.

Various modalities, such as Verbal Behavior, Behavior Modification and Applied Behavior Analysis are incorporated into the curriculum to support students with learning disabilities as well as students that are nonverbal learners. Met Tech is designed for all students and to prepare them for entering post-secondary education, training or the workforce. Many students with disabilities achieve great success in career and technical education programs with minimal accommodations.⁶

Met Tech will accomplish a competitive student body by:

- Raising standards for all students,
- Developing pre- and post-assessments that are aligned with Tennessee academic standards as well as college-and-career ready standards and that ensure every student must master the learning outcomes,
- Recruit and retain effective school leadership and teachers,
- Implement rigorous and fair accountability for all levels- students that will have a voice in the accountability system that builds on college-career ready standards, rewards, progress, and success with rigorous behavior and academic interventions,
- Meeting the needs of diverse learners with interventions based on the individual student need,
- Promoting a culture of college and career readiness success,
- Promoting innovation and continuous improvement, and
- Engaging parents and guardians in the academic and post-graduation process to effect changes in the family dichotomy.

Met Tech recognizes that unlike vocational education from previous years, high school-level career and technical education doesn't really prepare people for jobs directly after high school. While the stated end goal of K-12 education in America is for students to be "college and career ready," the reality is the existence of career-ready high school graduates is a myth. The expectation that high school produces career-ready adults in a 21st century economy is

⁶ Career Technical Education for Students with Disabilities: Guidance for West Virginia Schools and Districts, Office of Special Programs, Office of Career and Technical Education, October 2013. Accessed from www.wvde.state.wv/us/osp/cte_swd_guidebook.pdf

unrealistic and counterproductive.

While there have been efforts to revive vocational training in high school, it has become clear that, for today's students to be prepared for tomorrow's jobs, all pathways must lead to a credential with labor market value, such as a certificate, Associate's degree or Bachelor's degree.

Good jobs that only required a high school education, in blue-collar fields and the military, have declined, while the jobs that took their place in fields like health care, information technology and business services require more than a high school education. If we fail to recognize that the game has changed, and that high school is no longer enough, we will also fail to prepare future generations for tomorrow's jobs.⁷ Met Tech will work to close achievement gaps, inspire its students to excel by supporting families and developing a model that delivers quality workforce citizens and recognize that the promise of CTE is not just about learner success- it is about macroeconomic growth.

Met Tech believes that earning a high school diploma is not enough to be successful in today's world. The internet has made the world "flat", Alexis Ohanian, the successful Reddit founder says, and we agree. The access to information today is unlimited. Met Tech believes that the incorporation of technology in the classrooms and a skills-oriented curriculum can help us create a breakthrough in the school-to work transition and success in post-secondary.

E. Describe what the school will look like when it is achieving its mission

Before students enroll in Met Tech, parents and students are given thorough explanations of the curriculum, expectations, and requirements of the school. Met Tech will follow a continuous improvement model. A high integrated academic CTE curriculum will keep students better engaged through a social emotional learning (SEL) program that provides equity in education with individualized learning. In order for students to reap the full benefits of SEL, it is important to ensure that SEL instruction takes place every day, in every school setting.⁸ For Met Tech, the school day begins with ***Daily Rap***, teacher facilitated discussions. Those discussions include interactive peer to peer journaling activities that promote positive changes through an innovative, evidence-based model that helps students learn about themselves and develop skills that will contribute to a healthy future.

Students have the opportunity to engage in civic duties through the ***Youth Court*** as an alternative to suspension. This reform supports students in learning how to modify behaviors and make better choices. It provides a constructive alternative to suspension, detention and other exclusionary disciplinary practices. This strengthens school culture and community through positive peer pressure and student leadership.

The school will improve student learning gains through engagement and enrichment activities. The purpose of the school is to produce high academic achievement for all learners,

⁷ Career ready out of high school. Why the nation needs to let go of that myth. Printed January 1, 2018, <http://theconversation.com/career-ready-out-of-high-school-why-the-nation-needs-to-let-go-of-that-myth-88288>

⁸ Building social and emotional learning into the school day: five guiding principles., McGraw Hill Education. Mheducation.com/prek-12/explore/learning-science.

and thereby meet the requirement for improving student learning and academic achievement through:

- Civic consciousness and responsibilities to self, family, and the community;
- Student acquisition of marketable, occupational skills;
- Employer and graduate satisfaction;
- Partnerships with community agencies, local employers and industry professionals that promote positive occupational and career-oriented experiences;
- Providing on-site social support services that address the family dynamics

Students that enroll at Met Tech will have career technical course offerings in Pre-Med, Computer Systems and Programming, Computer Servers and Network Technology, Architectural and Design Engineering, and Automotive Technology. It is the mission of Met Tech to effectively prepare every student to enter college or a career pathway of their choosing.

The curriculum will be rooted in ***Guaranteed and Viable Curriculum*** integrated with a PCL teacher collaborative based on solid educational research aligned with the Next Generation High Schools Standards, State of Tennessee ESSA Standards, continuous assessment of data related to student performance, and an analysis of student learning gains through engagement, enrichment activities and convergent assessment.

The Founding Group of Met Tech believes that all children need a supportive and nurturing educational environment that promotes high levels of engagement through active learning experiences and opportunities for creativity that prepare them for success in a globalized economy. The school program is designed to promote high levels of literacy and academic achievement through a multifaceted perspective of students' educational requirements. We believe that, in addition to a rigorous educational program, the foundation for students' future success depends on their developmental, social and emotional growth in a positive learning environment that provides them with opportunities for success, thereby enhancing their social and academic self-efficacy. Self-efficacy is a motivational construct defined as students' beliefs about their own capabilities. Research based on the social-cognitive theory of learning demonstrated that student self-efficacy beliefs influence students' academic achievement.⁹

College and Career Approach

Met Tech will graduate 93% of its students that pursue a concentration in the CTE programs;
 90% of Met Tech's graduates will pursue postsecondary education shortly after high school;
 90% of Met Tech's graduates will achieve national industry certifications prior to graduation;
 All Met Tech's students will have opportunities to earn college credit while still in high school;
 and Met Tech will grow its business partner relationships for internship and employment opportunities by 80% in Year 2 of school implementation.

⁹ The Role of Self-Efficacy Beliefs in Student Engagement and Learning in the Classroom. *Reading and Writing Quarterly*, (19).

Real World Experience

Students pursuing a law career path will gain real-world experience through the **Youth Court**. Students will act as judges, advocates and jurors. Students school-wide will participate in the civic process of voting for a judge while jury selection is limited to juniors and seniors through a summoning and *voire dire* process. Youth Courts already exist in some Davidson County schools, i.e. Antioch High School, Cane Ridge High School, Whites Creek and McGavock High. The Tennessee Youth Court Program is a youth-driven delinquency prevention/intervention program that has spread to 16 communities throughout Tennessee. 93% of youth participating in the program do not re-offend.

Juniors and seniors will participate in career development activities such as **internships and volunteering**. The internship experience increases the students' chances of acceptance when applying to colleges. Students will gain marketability increasing their chances of securing higher-paying jobs after graduation. This process allows students to begin building their careers while in high school.

The Life After High School Bootcamp- Seniors will be required to enroll in this boot camp for one semester of their senior year. The activities and programs of the Boot Camp solicit parent engagement in the transition series. Educators and community volunteers will team up to provide life skills coaching for graduating seniors. Community volunteers will teach critical skills such as applying to college, budgeting, first aid, cooking, creating healthy relationships, minor sewing techniques and even how to change a flat tire. Seniors will learn the basics of preparing a resume, the art of job hunting and landing the job through interview techniques taught by HR professionals.

Met Tech will engage parents and the community with the **Life After High School Transition Fair**. The Fair will offer resources to parents to support the students' transition from high school to independence. For students who receive special education services, they will receive additional information about post-secondary schools and services. Community partners will present topics of discussion about employer expectations, college expectations and services, certification and training programs, employment options, and navigating social security disability claims. Seniors will receive incentives for full participation in the Life After High School Bootcamp and for parent participation at the transition fair.

Parental Involvement

Parental participation is integral to the success of the school and will be solicited for the development of school goals and objectives. In addition to the role parents play in governance, all parents sign a parent obligation committing to volunteer a minimum of twenty hours per school year. When two or more children are from the same family are enrolled, parents are asked to commit to volunteering a total of thirty hours per school year. Parent volunteering opportunities are individualized to meet the needs, demands, and capabilities of the individual student/ family as they pertain to required volunteer hours.

Parental involvement is also fostered through access to information and communication provided by the school's Student Information System. Parent receive real-time updates on their child's status and are able to engage in two-way communication with school administrators and

teachers.

1.2 Enrollment Summary

A. Describe the community from which the proposed school intends to draw students, including the demographic profile and school zones within the LEA

The need for Met Tech in the East region provides meaningful access to an integrated academic CTE world class education through the combination of engaging, interactive and robust curriculum. According the Shelby County Regional Seats Analysis, the chosen region is without a charter school while other regional areas are saturated with charter schools. According to the report none of the approved charter schools will be opening in the 19-20 school year in the Cordova area. Met Tech will offer education opportunities to all students regardless of demographic location, race, color, religion, sex, creed, national origin or genetic information.

Met Tech’s student population will include all high school aged students who ***may not*** be specifically at risk but would benefit from a program where in their current schools they lack access to skills and who would most benefit from an integrated CTE program. Most of the students will also need relevant and rigorous job skills, skill certifications, a job, or higher education readiness. Our demographics, outside of traditional students, will include, but is not limited to:

- ❖ Any Shelby County High school aged youth
- ❖ Students with pre-identified individual educational plans
- ❖ English Language Learners
- ❖ Students with transitional plans
- ❖ Students with 504 plans for students with disabilities
- ❖ Students with delinquent history
- ❖ Students at risk of dropping out of school

Met Tech, through its proposed integrated academic CTE school in the East region offers students in the surrounding regions, who may be attending underperforming schools, an integrated academic opportunity that would benefit from this proposed charter option. Although Met Tech is an all-inclusive school open to all high school aged children residing in Shelby County, Met Tech will target students currently enrolled in low performing schools and students that are at risk of being withdrawn from school because they are “aging out” as a result have having graduated timely.

We believe our multifaceted developmental, social, and integrated CTE-academic curriculum makes Met Tech an ideal context for a truly inclusive program. Our unique school model combines standards-based academic rigor for next generation high school students with individualized instructional methods for those with academic challenges, not particularly learned disabled, special needs and English language learners.

Based on the Multiple Intelligence Theory ¹⁰and research in the area of inclusive education ¹¹, the design of our program, including project-based learning opportunities, will serve all students and learning styles.

In sum, the founders of Met Tech strongly believe in the important social and academic benefits of inclusive education. The described demographics and State Report Card reports show that numerous schools, including charter schools, lack sufficient placement options that are providing equitable educational opportunities that meet the needs of all its students.

B. Provide a rationale for selecting the community where the proposed school will locate.

In every region of Shelby County, there is a saturation of SCS schools and Charter Schools. In the East region, there is only one SCS high school, Cordova High. Its performance rating is below 3.00. All seats at the school do not meet the criteria for “good performance.” ¹²Met Tech will actively recruit and market in this region as well as, Central City East, and North region, Northwest and Northeast Rural and the alternative schools. The most important issue that impacted the development of this particular school design was the student proficiency results of the district schools on the Regional Seat Analysis and the State Report Card. Performance data indicates that students in this region lag behind other schools of a similar size and student population.

In addition to the demographics of the students, there are also the demographics of the community that were central in the development of the school design. The rationale for creating the school in Region 6 is based on the lack of opportunities for community leadership, health and career awareness and scholarship. First, students need exposure to different careers so that there is the opportunity for choice. A demographics view of the Region 6 showed that as a community, this region over-represented in the Shelby County population a high population of blue-collar industries. It is important that students have the opportunity to experience and take advantage of a variety of opportunities available to them in life. Met Tech will target students in the Region 6 area and expose them to more white-collar careers, particularly in health and science. For students to be able to take advantage of these opportunities there must be in place a full array of supports and opportunities as part of the overall program.

The second rationale for creating a charter school for students within the boundaries of Region 6 is education. Education affects every aspect of our lives as do the choices we make; choices which are based on our experiences and opportunities. The Founding Group of Met Tech found that most regions are saturated with grade schools and some charter high schools. Research shows that a high percentage of families living in those areas live at or below poverty. In contrast, 6.6% of the individuals in the Cordova region live below poverty. This trend

¹⁰ Gardner, H. (2004). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, a member of Perseus Books Group.

¹¹ Jorgensen, C. M. (1997). *Curriculum and Its Impact on Inclusion and the Achievement of Students with Disabilities*. Washington, DC: Special Education Programs (ED/OSERS).

therefore exposes a major equity issue regarding access to high performing schools. Students in the surrounding areas of the intended location will have access to college and career choices. Met Tech seeks to serve students who will not have access post-secondary school preparation and career training.

The Founding Group of Met Tech is committed to closing the current equity gap and ensuring that all high school students, even those who have historically not had access to a high-quality education in their neighborhood, are able to enroll in a school offering innovative, vocational training in demand careers with a rigorous educational program.

The Founding Group with the help of Michael Ferguson, a commercial real estate broker, has assisted us in identifying two potential locations that are perfectly situated for a school of this type, 7260 Goodlett Farm Parkway (Old ITT Tech Building) and 7171 Goodlett Farm Parkway. The team has been in ongoing conversation with the owner of 7260 Goodlett Farm Parkway. Outside of excellent marketing opportunities, the building will require minimal capital improvement.

7260 allows for expansion of programs with an adjacent 4 acres of land to the more than 30,000 sq. ft. building. 7171 is a 55,000 sq. ft. building that like 7260 are easily accessible locations. There is also a MATA bus, #44, that runs along Goodlett Farms Parkway. Met Tech will commence talks with MATA for the request for a bus stop along that route within close proximity of the final location. At the time of application, the Founding Group were in talks with South West Tennessee Community College Macon Campus, for dual enrollment opportunities for students that were not interested in the offered CTE programs. The location of the properties provides easier access to the Macon campus in the transporting of our students for those college level classes.

The Founding Group of Met Tech studied the six regions of Shelby County and identified that none of the charter high schools provided education with a focus on an academic integrated CTE education. Of the nine schools slated to open for the 2019-20 school year, none of which will provide an academic impact in the East region as demonstrated in the SCS Seat Analysis Report.

C. Discuss the academic performance and enrollment trends of surrounding schools in that community.

In the East Region, there is only one high school, Cordova High, two middle schools, Dexter and Cordova and two elementary schools, Dexter and Shelby Oaks in terms of public schools. There are no charter schools. According to Neighborhood Scout, the student potential student population is approximately 20% of 18,414 residents. Met Tech will also target rising 9th graders from Dexter and Cordova Middle whose SPS Rating was a 2.86 for the 2016-2018 school year.

According to the report, East/Gray's Creek and Cordova are in need of seats to serve the immediate neighborhoods. The Student Enrollment for Cordova High is 2,344 at the time of the State Report Card. The State Performance Indicators reflect that for the 2017-2018 graduation

rates, Cordova High had a graduation rate of 87.2%. Met Tech will lead its students toward success by providing additional focused social supports including targeted career and career readiness, career fairs, internships, character education plans, student clubs and extracurricular activities, and interscholastic athletic programs.

The Cordova High School demographics is comprised of 86.2% male with a population of 88.5% females. The ethnic breakdown is comprised of 87.9% African American Students and 88.3% Hispanic or Latino students with 81% of White students. 87.6% of the student population are economically disadvantaged, 86.7% are English Learners, 68% are students with disabilities according to the most recent State Report Card.

For this reporting period, there was a .9% drop-out rate. The rate broken down by gender-.9% male, .8% female making up .5 % were African American and 3.8% were White students, .5% Economically Disadvantaged students 1.3% Students with Disabilities. The dropout rate showed a 1.1% decrease since the last report in 2016.

60% of the students that graduated pursued postsecondary enrollment. That number is made up with 60.3% of the students in all ethnic groups enrolled in postsecondary enrollment, 54.2% of those were Economically Disadvantaged Students, 41% were English Learners and 41.2% were Students with Disabilities. This was an upward trend from previous reporting.

12.7% of the students taking the annual state test scored on track or mastery a decrease by 3.3% from 2017. 6.3% of the student population scored on track or mastery. The Hispanic and White students scores were reflected in the data while the African American students were unavailable to rate due to >95% or <5%. The English Language Arts. Social Studies and Science scores showed significant decrease for on track or mastery.

There was not substantial student growth demonstrated in the reporting. As well as there was no demonstrated growth in English Language Arts, Mathematics, Social Studies and Science. Across all student Group Scores, the school demonstrated low performance. The truancy rate showed a sharp increase of 9.6% with the chronically out of school rate of 26.8%. The Economically Disadvantaged Students contributed 37.5% of those that were chronically out of school. This was the highest among the specific student groups served.

The suspensions may have attributed to the Chronically Out of School rate. There were 1.8% expulsions, 18.8% Out of School Suspensions, and 13.6% In-School Suspensions. In all represented Student Groups, Economically Disadvantaged Students made up the larger numbers of those suspended or expelled. The Youth Court will be used as a supportive school discipline practice where the focus is accountability and responsibility through the lens of positive youth development. The academic process is not interrupted with a suspension. The student is banned from all social activities until case disposition. The parent or guardian is required to participate in all levels of the process from the notice of a violation to the participation in the behavior modification support group. The support group is a 6-week process to be conducted after school.

Met Tech will provide significant academic impact in this region as it will offer an integrated academic CTE education, where a Youth Court is an alternative to suspension.

Moreover, student, family and school engagement begin prior to enrollment. Met Tech believes in shoring up family supports to ensure academic success for the student while breaking the cycle of generational poverty. Met Tech will offer its high school students national certification, preparation for nationally certified exams, individualized services to support students completion of training, job readiness skills and assistance in finding employment upon completion of high school.

Met Tech aims to offer a well-rounded, academically rigorous program to all high school aged children residing in Shelby County, especially to student groups that lack access to high-quality education programs in public schools. Across the State of Tennessee, there are only 13 vocational schools, 20 Alternative Schools and 25 Adult High Schools.¹³ These numbers potentially represent inequities in education statewide. In order to address disproportionate rates of disconnection and system involvement experienced by young people of color, Met Tech focuses on community-based solutions that are rooted in the equity frame, designed with the most vulnerable youth in mind, and seek to disrupt the impacts of institutional racism and inequities in access to opportunity.

D. Describe the specific population of students the proposed school intends to serve.

The enrollment presented in Table 1.2 illustrates that Met Tech will open in August 2020 with a total of 300 students. The Founding Group is very sensitive to this necessity of developing a school culture. After talking to other school leaders and academic professionals, two issues became very clear. First, families are very transient. They move at about an annual rate of 10% of the school population due to factors that consistently present instability in the family. Second, replacing these students can disrupt the culture-building of a new school. Therefore, the Founding Group is recommending over-enrollment in grade 9 during the first three years of the school. Once the culture of the school has been established, it will be possible to replace students who leave at the upper grades. The percentage of students eligible for free and reduced lunch will be approximately 85%, the percentage of ELL students could possibly be 10.5%. It is predicted that up to 4.25% of enrolled students will have disabilities as described in their IEPs.

The typical Met Tech student may reside in a single parent home with multiple siblings, student with disabilities, delinquent offenses, economically disadvantaged, displaced, and/or limited English proficiency. The Met Tech model provides equity in education. The school provides individualized learning in a Professional Learning Community that provides supplemental support absolutely necessary to ensure students achieve their career goals.

By expanding access to all, it will require identifying and dismantling historical barriers - both overt and implicit- that have had an adverse effect on learners based on their race, socioeconomic background, disability and gender. This required reimagining and reconstructing systems to support individual as they progress along their educational and career journeys, ensuring that each learner can identify ambitious postsecondary goals; access and succeed in high-quality CTE programs of study; and acquire the knowledge, skills and abilities to achieve lifelong career success.

¹³ 2018 State of Tennessee Annual Statistical Report

Equity is all too often reduced to inputs and outputs about money, teachers, books, curriculum, graduation rates. Schools should be thinking about socio-emotional elements and fostering a sense of belonging. This is where CTE comes in. CTE can help students find relevance and belonging.¹⁴ There is also a disturbing national trend wherein children are funneled out of public schools and into the juvenile and criminal justice systems.¹⁵

Students pushed along the pipeline find themselves in *juvenile detention facilities*, many of which provide few, if any, educational services. Students of color — who are far more likely than their white peers to be suspended, expelled, or arrested for the *same kind* of conduct at school¹⁶ — and those with disabilities are particularly likely to travel down this pipeline.

Though many students are propelled down the pipeline from school to jail, it is difficult for them to make the journey in reverse. Students who enter the juvenile justice system face many *barriers to their re-entry* into traditional schools. The vast majority of these students never graduate from high school.

Many of these children have learning disabilities or histories of poverty, abuse, or neglect and would benefit from additional educational and counseling services. Met Tech has years of experience working with this population of children. Met Tech will invent the future and learn from the past.

The CTE and academic intervention programs are designed to give learners the specific skills they need for employment and success in postsecondary. Met Tech will counteract historical inequities and secure opportunity for each learner. The promise of CTE is one of economic success, opportunity and personal fulfillment. CTE gives learners the chance to identify and unlock their career passions, develop the academic and technical skills they need for success in the real world, and enter industries in which they can make a family-sustaining wage and have the opportunity for future growth.

E. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.

Our history and backgrounds indicates that more than 70% of our students will fall in the low income and at-risk category. To meet the needs of our challenged population we have formed the following partnerships:

Post-secondary Partnerships- Our students, through dual enrollment, will have an added advantage of interacting with other students in an adult classroom setting and will earn college

¹⁴ Danielle Gonzales, The Aspen Institute.

¹⁵ Advancement Project, EDUCATION ON LOCKDOWN: THE SCHOOLHOUSE TO JAILHOUSE TRACK (Mar. 2005), p. 15.

¹⁶ Russel J. Skiba, Zero tolerance, zero evidence (2000), pp. 11-12; The Advancement Project & The Civil Rights Project, opportunities suspended: the devastating consequences of zero tolerance and school discipline policies (June 2000), pp. 7-9; Russell J. Skiba, et al., the color of discipline: sources of racial and gender disproportionality in school punishment (2000).

credits while in high school. The grades earned in this program will be reflected on the student's transcript. This will help ease the transition from high school to life on their own.

Family Partnerships- We recognize the importance of family involvement in the educational process. With that understanding, have allocated positions for family members on various committees and support networks. Qualified family members will serve as volunteers in the classroom, organize and participate in annual events, such as health fairs, career fairs, wellness seminars, Parent University social workshops and transition fairs. They will also assist with activities sponsored by various school clubs, including fund raising. Because we expect to enroll some students with English as a second language, we will ensure that we include family members of these student on committees or teams.

Community Partnerships- We have identified community service and mentoring organizations to provide volunteer hours in mentoring our students and assisting them with career planning. Met Tech volunteers will provide time and service to our school and a function as a vital link to the community for our students.

Corporate Partnership- We recognize the importance of leveraging public-private partnerships and will work diligently to team up with businesses that have major footprints in the city. Such relationships will assist our efforts to close the achievement gap by providing monetary resources, leadership, technical expertise and a variety of in-kind contributions. Our partnership base will help to increase students' curiosity beyond the classroom. We are currently seeking partners who meet the following criteria:

- Retention partnerships designed to improve motivation and attitudes that will result in increased attendance and reduced dropout rate;
- School health initiatives on nutrition, safety, and health fitness;
- Family support programs including parenting skills, family and community literacy, social services, school readiness and child care;
- The promotion of safe learning environments to help prevent substance abuse, violence and reduce delinquent behaviors;
- Community involvement issues including service learning and intergenerational programs; and
- Cultural partnership to introduce our students to life in the city.

Our partners will have many opportunities to help us affect long-term changes in our students. Extracurricular activities will include physical fitness, dancing, music, etc. Our community service program will involve students who will serve as ambassadors to volunteers.

Met Tech will be the only public charter high school offering certifiable technical career, preparation for nationally certified exams, individualized services to support student's completion of training, job readiness skills and assistance in finding employment. We are excited about our program and see little to no problem in attracting and retaining our student body.

Met Tech will provide academic vocational CTE opportunities to all students. This model is an inclusive model open to any high school aged student in Shelby County. Met Tech believes

that young people have the right to represent their own interests and the expertise to play decision-making roles at collaborative tables. Met Tech believes that by authentically engaging youth in designing solutions to their challenges can lead to youth-serving systems that are better informed, more effective, and more equitable, while at the same time providing the future generation of leaders with critical opportunities to progressively refine their advocacy, community organizing and program design skills.

(1) Upon graduation, our graduates will be equipped to enter postsecondary education by encouraging dual enrollment, including taking advantage of the CTE programs:

The CTE programs offered at Met Tech will expose students to various career opportunities in industries such as automotive, architecture, IT, and medical. The courses provide students with experience to launch careers or enter into a postsecondary education institution where they may continue their CTE education.

Met Tech will implement a best practice model for delivery of instruction. The model will be a basic skills instructor and a technical instructor team to teach technical courses with integrated basic skills content. The goal of the instructional model is to increase the rate at which basic skills students can succeed in college level coursework leading to CTE certificates of completion. Met Tech believes this combined model is best suited for at-risk students.

Met Tech's curriculum has been designed to fit nine-week terms and classes are designed to provide 90-minute class schedules. Fridays are observed for independent computer lab study for each CTE course. CTE courses will be taught by industry professionals with academic experience.

Students that opt out of CTE will have Dual Enrollment opportunity with state approved schools. These students will earn college credits while simultaneously earning a high school diploma, thereby giving them a jump-start on a college education and career by allowing them to take college and technical courses while still enrolled in high school. This program accelerates learning in a collegiate environment.

Met Tech will implement:

1. Workplace Readiness Standards- generic skills and qualities workers must have to learn and adapt to the demands of the workplace.
2. Program Specific Standards- address the knowledge and skills needed for a program or career focus.

Different Behavior Modification Programming-

The practice of Interactive Journaling, an evidence-based practice, will occur in the first class of the day. This is a structured and experiential writing process that motivates and guides participants toward positive life change.

The Interactive Journaling is also a part of the disciplinary process as a sanction of the Youth

Court. The self-directed journaling starts the process of making positive life changes. Students will reflect on their current choices and connections. Emphasis is placed on weighing the costs and benefits of making life changes, learning effective strategies for successful self-changing and developing a plan to follow through with the choice to change.

(2) Students will be prepared to enter the workforce through community internship opportunities.

All students in the CTE programs will participate in an industry specific internship with our community employers. 85% of our students will complete their internships. The Community Engagement Specialist along with the Guidance Counselors will build relationships, systems and programs to ensure college acceptance and matriculation of graduates from Met Tech to college and other post-secondary programs. The Community Engagement Specialist will provide support to graduates and families as student's transition from Met Tech to college/work or various other programs.

The Community Engagement Specialist will develop work apprenticeships and internships for all students. The Specialist will also identify future community employment partners to place students in jobs once graduated, and all required certifications are obtained.

Met Tech will have job and employment fairs for students and families along with continued professional development for all students. Students will develop Individual Career Plans which will be guided by discussions with the Guidance Counselor.

(3) We recognized the importance of family involvement in the education process. Parents/guardians will be offered various social workshops, employment assistance, volunteer opportunities and peer to peer parent support groups:

Met Tech is intimately involved in initiatives that focus on family dynamics, childhood exposure to adverse effect and disproportionate minority contact. Met Tech will have monthly parent workshops that address parenting, family, community resources and life skills. Some of those workshop titles are - Co-Parenting & Health Relationships Education, Discipline vs. Punishment, How Fathers Can Prevent Violence, offered through Parent University.

Parent University is a program designed to help parents in supporting their child's education. The program provides unique opportunities for parents, the school, and community to become jointly involved in education. The Parent University program provides training, information and resources to parents and caregivers that will aid parents in their essential responsibility for influencing their child's life.

The program also supports and empowers parents to become leaders and advocates for their child's learning and for school and community constant improvement. Parents will be required to commit to a minimum of twenty hours of volunteer hours.

(4) Community partnerships- Met Tech identified community partners and career mentors that will volunteer professional mentor hours to our students as part of their individual career

plan

Met Tech has had a number of community partners since its inception in 2008. The community partners will continue their work by mentoring our students and assisting them with career planning, internships and apprenticeship opportunities. We are particularly proud of our relationships with our community partners.

(5) Met Tech will demonstrate alternative strategies to address student misbehavior, including Restorative Justice

The need for disciplinary practices to address serious student misconduct is undisputed. Research has questioned why some students seem to be suspended more often than others, what effects suspension has on students, and whether or when alternatives to suspension might have more effective practices than suspension itself.¹⁷

Across the U.S., Youth Courts have grown out of efforts to hold youth accountable for their actions before they develop a pattern of law-breaking behavior¹⁸. Met Tech will implement the Youth Court in the disciplinary process. It will be a diversion program and an alternative approach to specific offenses. The Court will provide real consequences for all offenders.

Through direct participation, youth court is designed to educate youth about the juvenile justice system, while addressing each juvenile's accountability to their school community and their peers.

(6) Corporate partnerships- Met Tech leveraged its existing corporate relationships in the expansion of its program.

Those relationships have already proven viable partnerships. Our corporate partners will assist with monetary donations, leadership and technical expertise to include in-kind contributions.

(7) Met Tech will administer pre and post-academic assessments for all students, including special needs individuals and English Language learners.

The assessments will provide practical roadmaps for students to meet academic needs and overcome obstacles to success. We recognize that students join the Met Tech community with various skill sets. Some students may have IEPs with clearly defined service needs; others may have academic deficiencies stemming from teen pregnancy, poverty, incarceration, etc.

We will address and service the needs of all students, meeting the students where they are. Students with existing IEPs will receive continued academic and personal support.

¹⁷ *Research on School Suspension*, North Carolina Family Impact Seminar, Center for Child and Family Policy, Duke University, Iselin, A. April 2010.

¹⁸ *Youth Courts*, Judicial Council of California, Collaborative Justice Courts Advisory Committee, February 2016.

Students transitioning to adult independence will also receive assistance from assigned life coaches. Coaches will keep students focused, motivated and on track to accomplish personal and educational goals. The result will be Met Tech's development of individuals who have marketable industry recognized skills, the ability to be successful in the workplace or to pursue post-secondary education.

F. Not Applicable

G. Complete the enrollment summary and anticipated demographics charts below.

Table 1.2 Proposed Student Enrollment

Grade Level	Number of Students					
	Year 1 2021 (Planned/Max)	Year 2 2022 (Planned/ Max)	Year 3 2023 (Planned/ Max)	Year 4 2024 (Planned/ Max)	Year 5 2025 (Planned/ Max)	At Capacity 2025 (Planned/ Max)
9	100	130/170	140/190	150/225	160/275	
10	75	125/225	135/250	145/275	155/325	
11	75	100/175	125/225	135/250	145/295	
12	50	95/200	115/275	125/300	130/325	
Totals	300	450/770	515/940	555/1,050	590/1,220	

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
% Student Population African- American (85%) % Student Population Caucasian (88%) Other (5%)	90%	20%	5%

Met Tech will market and recruit within Shelby County targeting students that have interest in the career paths offered, some may be part of an underserved population of students. Met Tech will provide all students with a world class education that given the opportunity, will break the cycles of poverty, through this most certain path to economic prosperity.

Met Tech's staffing model and enrollment projections are designed to achieve any statutory class size compliance as it relates to best practices for appropriate student:teacher ratio.

1.3 Academic Focus and Plan

A. Describe the academic focus of the school. Tennessee law describes an academic focus as “a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as a Montessori or Paideia”. (T.C.A. § 49-13-104).

The purpose of Met Tech is to produce high academic achievement for all learners, and thereby meet the statutory requirement of improving student learning and academic achievement. High academic achievement will be attained through a curriculum rooted in solid educational research aligned the Next Generation High School, Tennessee ESSA plan, the Guaranteed and Viable Curriculum, continuous assessment of data related to student performance, and analysis of student learning gains through engagement and enrichment activities. Met Tech will improve student learning and academic achievement through implementation of the following educational principles:

Guaranteed & Viable Curriculum

Curriculum planning begins with a decision about what students need to learn as the end result. The content that is considered essential for all students for college and career readiness is identified and communicated to teachers. A month-to-month scope and sequence within each Curriculum Map is created for all subjects to align with the Tennessee ESSA plan.

The Guaranteed and Viable Curriculum (GVC) is one that guarantees equal opportunity learning for all students. It guarantees adequate time for teachers to teach content and for students to learn it. A GVC is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when adequate time is assured to teach all determined essential.¹⁹

Essential content is the knowledge and skills that students need to know, understand, and be able to do in order to succeed in school. Essential Content is determined by unpacking provincial standards and creating measurable success.

This unpacked standard is explicit and measurable. With a guaranteed and viable curriculum, essential content must be identified for all students by grade level and/or course. Supplemental instruction then takes place for those students with extra needs. Supplemental content is interesting but not essential to understanding. It may or may not be related to grade-level content standards, and it can help students understand essential content.

Adequate time to learn

Teachers commonly voice the concern that there is simply not enough time to teach all curriculum requirements. Under a guaranteed and viable curriculum, planning for time to learn takes place from the moment that curriculum planning begins. Ensuring ample time to learn essential content is a crucial component of a guaranteed and viable curriculum. When implementing a guaranteed and viable curriculum, attention remains focused throughout the year on the learning of the essential content--regardless of distractions that may arise (such as special events, sporting events, etc....).

Time audits are critical components of guaranteed and viable curriculum planning. Time audits identify where time is currently being spent in a school as well as time required for learning essential content. Implementation of the Guaranteed and Viable Curriculum is supported through the following:

¹⁹ *Taking Action: A Handbook for RTI at Work*, Buffum, A., Mattos, M., and Malone, J. published by Solution Tree Press, 2018.

- **Instructional Focus Program (IFP):** Teachers plan together and schedule learning objectives aligned to a data driven calendar. Teachers target specific Tennessee ESSA standards and collaboratively design learning experiences for students to achieve the desired results. The Guaranteed and Viable Curriculum is thereby differentiated to meet the standards of the students within the school while maintaining rigorous pacing and high expectations.
- **Evidence of Understanding:** To ensure mastery, students complete carefully designed higher order, real-world performance tasks to demonstrate understanding of the critical content and skills written within a unit of instruction.
- **Data Chats:** Student work and data are considered collaboratively in bi-monthly data chats with school leadership and teacher co-horts. The level of student mastery of standards within the Guaranteed and Viable Curriculum is analyzed in order to drive instruction.

B. Outline the school’s academic plan, defined as “a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which at a minimum, shall include teaching and classroom instruction methods, materials and curriculum that will be used to provide students with knowledge, proficiency, and skills needed to reach the goals of the school.” (T.C.A. § 49-13-104.)

The Guaranteed and Viable Curriculum ensures academic excellence in every classroom. It encourages steady academic progress as students build their knowledge and skill from one school year to the next.

After staff development has provided to instructional staff regarding the content to be addressed in specific courses and at specific grade levels, the Education Team and school administration will monitor learning so that the academic content necessary for achievement within each grade is being attained.

Personalized Learning Plan

The Personalized Learning Plan empowers students to track their own progress, which initiates student ownership of learning goals. Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels are incorporated into each student’s Personalized Learning Plan visible on the student, parent, and teacher view within the Student Information System as a starting point for determining future rates of academic progress. Students and parents are able to consider areas of mastery and deficiency, and set personal goals each quarter, which are confirmed by parents and teachers. Teachers post formative data such as writing prompt scores and reading diagnostic assessments to support student goal setting. Each student’s Personalized Learning Plan will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with the State ESSA Plan and the Guaranteed and Viable Curriculum. Students are expected, at a minimum, to

achieve mastery of each State standard for each grade level and the goals and objectives specified in their Personalized Learning Plans.

Low performing student will also be identified through the use of diagnostic assessments. Students who below grade level will be given extra support to reach grade level State standards within the classroom, as well as outside of the classroom.

The following table demonstrates academic interventions for students and the decision-making process, through which students are identified for strategic or intensive support.

<p>School-Wide Professional Learning Communities (PLCs)</p> <ul style="list-style-type: none"> ○ Within each department ○ Small group gatherings ○ Student learning promoted 	<ul style="list-style-type: none"> ○ Student engagement encouraged ○ Relationship building emphasized
<p>Special Education Department</p> <p><u>Formal Research-based Interventions</u> READ 180 FASST MATH</p> <p><u>Intervention- Courses</u> Small classes/ inclusion classes</p> <p>2 year algebra 3 year Biology</p> <p>Bridge to Algebra 2 Resource</p> <p><u>IEP support for students</u> Special Ed Staffings IEP amendment (add additional strategies based on results of staffing) Consider testing to determine academic levels and if</p>	<p><u>IEP support of students (cont.)</u> there is an additional disability Transition to work program School to Work Transition services Accommodations and supplementary aids and services from IEP Pair student with a buddy for academic support <u>Case management support</u> Monitor Behavior Intervention Plans Point of contact for parents with IEPs Work with counselors to arrange college board testing accommodations Report cards, plan book and attendance Contact with teachers to problem solve and trouble shoot issues Collect data to support student performance Select and modify materials to assist students in accessing general education curriculum Meet with students to review and monitor progress Case management support for assessments</p>

Social Studies Department	
Tutoring sessions at lunch time and after school Some PLC's review data and strategies to review and scaffold activities to insure success PLCs hold review sessions before major tests Contact parents whose students are struggling	Involve counselors Tutors prepare for tests and exams Reteaching is done by the individual teachers

PE/ Health Department	
Discuss strategies with student Brainstorm with PE department possible solutions Involve counselor if necessary and ask for recommendations	Involve parent/administrator if necessary Check grades and attendance for possible patterns

Art Department	
Programs/ Interventions Get organized Cluster for parents to discuss issues Refer to peer to peer mentoring program Student taken to Teacher Aide in an informal mentoring/role model program to give aides a place to: 1) develop skills; 2) feel safe; 3) allow for study and homework when their tasks are complete; 4) connect with an adult; 5) have an adult advocate	Ways to support students struggling academically: <ul style="list-style-type: none"> ○ Provide support/ assistance ○ Offer time before and after school and during lunch ○ 1:1 help with organization of materials ○ Allow for extra time ○ Communicate regularly with parents ○ Redo/Resubmit for more points

ELL Department	
English 10 Bridge Class for 12 th Grade ELLs and ESL which helps them prepare for assessments International Club Peer Tutoring ESOL Counselor every other Tuesday T.O.E.F.L. (Test of English as a Foreign Language)	ESOL Department Informal interventions include our department policy of staying in very close touch with parents or guardians of all our student, but especially those at risk. We engage parental help to allow students to stay after school and to encourage them to come for lunch tutoring. We also assist those students with help in their content classes during those times and coordinate peer tutoring when possible.

Guidance Department	
<u>Progressive Steps to help a struggling student</u> <ul style="list-style-type: none"> ○ Meet with the student to identify the problem ○ Check Student Information System, 	Guidance Department <u>Interventions</u>

<p>attendance</p> <ul style="list-style-type: none"> ○ Phone call to parents to discuss the problems ○ Communicate with teachers about student ○ Staffing with teachers- Identify the problem(s); factors affecting the problem; information gathering from teachers. Develop interventions ○ GSS Meeting- develop interventions and/or informal accommodations with the team; Counselor communicates interventions/informal accommodations to teachers ○ GSS 2nd meeting- assess effectiveness of interventions; Three possible outcomes: Write a 504 Plan; Go to Screening IEP; schedule a 3rd GSS; Leave informal accommodations in place and end process. (Because strategies/accommodations are working!) 	<ul style="list-style-type: none"> ○ Schedule Change ○ Resource Room for IEP ○ Drug Prevention Program ○ Mentoring Program ○ Social Services ○ Connect parent with Community resources (i.e. therapist, substance abuse treatment, Crisis Center, etc.) ○ E-mail parents frequently ○ Parent/Counselor Conference ○ Staffings ○ Refer student to GSS Team ○ Counselor meets with student on a regular basis ○ Seek out teacher help at lunch or after school
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SAT/ ACT College Readiness Committee	
<p>Review data on the SAT monitoring tool</p> <p>Disaggregate data to determine test score ranges (PSAT/SAT/ACT)</p> <p>Look at the “at-risk” students</p> <p>Plan intervention strategies to support students:</p> <ul style="list-style-type: none"> ○ Practice tests on school website ○ Final Prep-3-day prior to test practice ○ Monthly committee meetings to discuss student support, data, and promotion of tests ○ Online practice programs ○ Guidance Counselor 1/1 discussions about test that is best for student success 	<p>Engineering Department</p> <p>Tutoring sessions at lunch and after school.</p> <p>Reteaching is done by individual teachers. Students meet individually with teachers at lunch or after school. Most teachers are available at least two days a week at lunch or after school.</p> <p>PLCs hold review sessions before college testing exams</p> <p>Contact parents whose students are struggling</p> <p>Involve counselors</p> <p>Allow for extra time</p> <p>Redo/ Resubmit for more points</p>

Science Department	
<p>Academic Interventions</p> <p>Biology- Teachers are holding individual review/teaching sessions after school and during period 5. A teacher will hold assessment test review after school once a week in the Spring for students with do poorly on the first Semester Biology exam. Performance on this exam is a good indicator of success on the state Biology assessment</p> <p>Chemistry- The Chemistry club will hold a review session two days before each Honors Chemistry unit test. Honors Chemistry teachers hold an organized</p>	<p>Science Department</p> <p>Academic Interventions</p> <p>Physics- One day a week is designated as review/reteaching day with times for students to meet with teachers during 5th period or after school. Students are required to complete review activities before attempting a reassessment.</p> <p>Science Electives- Teachers are working with students on an individual basis to review and reteach. Most teachers are available at least two days a week at lunch</p>

review session after school the day before the unit test. For reteaching, students meet individually with teachers at lunch or after school. A series of YouTube tutorials on difficult concepts are available. These tutorials are about 5 minutes long. Search, chemcast on YouTube.com	or after school.
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Additional Help

Homework and class-work help is offered during specific office hours throughout the week to assist students in need of extra practice. Teachers make themselves available during a time that is outside of the instructional block. This additional contact with the student is critical for those need a structured practice environment, as well as continuous feedback throughout the learning process both at home and in school.

Initiating and strengthening collaboration between school, home, and communities, provides the basis for support and reinforcement of student learning. Involving parents and students and engaging them in a collaborative manner are critical to successful implementation. This plan for assisting remedial students involves continuous collaboration between all stakeholders.

Tutoring

When learning gains are not progressing at an agreed upon rate for all stakeholders, there are additional resources available. For students that require additional intervention, tutoring will also be available at the school. The sessions are derived from our operating budget and are applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers use a set curriculum in small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formulative data.

Classroom teachers remain in continual contact with all stakeholders by updating the Personalized Learning Plans, using data derived from ongoing progress monitoring, Student Information System Narrative Report Cards, and

C. Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or other important features of the proposed school.

We believe that all students with at least an eighth-grade comprehension level can accomplish higher-level training. The Educational Model encompasses all content areas with a primary focus on a Guaranteed and Viable curriculum as well as increasing learning opportunities for all students in accordance with the prescribed purposes of a charter school.

Academic Programming

The Founding Group designed Met Tech's curriculum to meet the academic and socio-emotional needs of all its students. Key elements of the school's academic program include:

- College and Career Ready Standards: Met Tech will engage in rigorous core subject courses that will be aligned mastery of rigorous knowledge and skills in core academic disciplines, skills and dispositions necessary to be successful in charting their post-secondary path, while successfully participating in post-secondary opportunities. Met Tech prepares its students to successfully transition from school to work in pursuit of post-secondary attainment as well as industry specific credentials.
- Community School Model: As a community school, Met Tech will provide targeted community school programs for families and community members and students will engage in service-learning projects.
- Technology Exposure and Acquisition: Students will actively engage in and become proficient in various forms of communications and technology through Information and Communications Technology (ICT) courses.

Educational Focus

Social and Emotional Learning & Academic Intervention

As articulated in Met Tech's philosophy, the Founding Group is committed to providing its students with a rigorous, globally competitive education. The Founding Group believes that fostering social and emotional competence is a fundamental element of academic success. Honing critical thinking, technology, and vocational skills are necessary for students to become nationally and internationally competitive.

Social and emotional competence is critical to academic engagement and long-term academic achievement. (Durlak, et al., 2011). Several publications on college and career readiness, deeper learning, and 21st- century skills cite social and emotional competencies, often called “noncognitive skills” as fundamental to students’ level of engagement in middle and high school, their post-secondary performance and completion, and their workplace success (ACT, 2014; National Research Council, 2012). SEL programs are one of the most successful interventions to promote the positive development of students.

The five interrelated sets of cognitive, affective, and behavioral competencies. The five competency clusters are:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Longitudinal studies have shown that increased social and emotional competence is related to reduction in a variety of problem behaviors including aggression, delinquency, substance use, and dropout (Aspy, Oman, Veseley, McLeroy, Rodine & Marshall, 2004; Bradshaw, Rodgers, Ghandour & Garbarino, 2009; Moffitt et al., 2011).

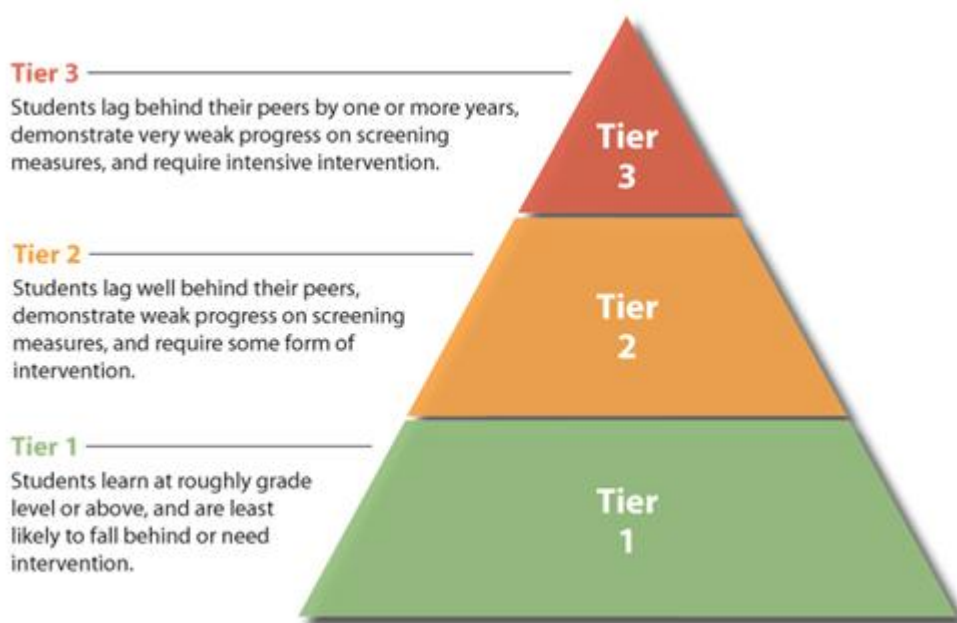
Response to Intervention (RTI) is a general education framework that involves research-based instruction and interventions, regular monitoring of student progress, and the subsequent use of these data over time to make educational decisions. Key to the RTI process is the

application of scientifically based interventions that have been demonstrated to work.

Simply put, it is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction.

RTI follows a number of core assumptions:

- The educational system can effectively teach all children
- Early intervention is critical to preventing problems from getting out of control
- The implementation of a multi-tiered service delivery model is necessary
- A problem-solving model should be used to make decisions between tiers
- Research based interventions should be implemented to the extent possible
- Progress monitoring must be implemented to inform instruction
- Data should drive decision making



Project Based Learning

Project-based learning (PBL) has been found to foster high school student's academic independence, problem solving and critical thinking skills, is a fundamental component of the academic process. PBL will be infused into all academic areas and benefit all students' critical thinking skills. It will also be used to differentiate instruction for students who require more support, such as students with special needs, and those who are gifted in a given subject area.

The curriculum incorporates PBL, which further prepares students for colleges and careers. Through PBL, students participate in an extended process of inquiry in response to a complex problem, challenge, or question (Buck Institute for Education, 2013). PBL allows students to use both voice and choice in completing rigorous projects that are carefully planned, managed, and assessed to support students learning academic content, applying skills

fundamental to becoming competitive in the 21st century, and creating authentic products and presentations (Buck Institute for Education, 2013). PBL prepares students for college and careers by fostering critical thinking, problem solving, collaboration, communication, and presenting to a public audience to increase authenticity and motivation (Buck). PBL has been found as an effective instructional strategy.

Promoting High Academic Standards to Ensure College and Career Readiness

Students who engage in rigorous high school curriculum have the potential to improve their academic performance and be more prepared for college-level coursework. Rigorous curriculum can mean offering students higher level courses, which will be advanced, honors, Advanced Placement (AP) courses and dual enrollment. Several correlational studies have identified a connection between taking rigorous coursework and improved academic achievements for students.²⁰ A quasi-experimental²¹ study from 2012 found improvements in several student outcomes for those students enrolled in rigorous courses.

CTE Training

Admissions to Met Tech does not mandate that a student chooses a career path. Students that do not select a vocation program will receive the same level of college and career preparation as well as the exposure to their choice of post-graduation preparation. This high school redesign model is set apart by its focus on career-related and academic coursework coupled with work experience, which will be done through partnerships with local employers and as part of the academic training. This measure is designed to reduce and prevent high school dropout while keeping at-risk students engaged in their education.

Research suggests that this method of training can be an effective model for improving longer-term outcomes. Vocational education offers students training in occupationally specific skills to prepare them for employment after high school graduation. This will also include technical education.²²

The pedagogies discussed above allow instructors to employ various methods of instructions to help students achieve the level of understanding, proficiency, and skills necessary to become productive citizens. Our core content instructors will continue to work closely with

²⁰ A summary of some of the research by the Center for Public Education is available at <http://www.centerforpubliceducation.org/Main-Menu/instruction/Is-high-school-tough-enough-At-a-glance/Is-high-school-tough-enough-full-report.html>.

²¹ This document uses terms like quasi-experimental and experimental studies. A *quasi-experimental study* (also known as a quasi-experimental design study or QED), as defined by Part 77.1 of the Education Department General Administration Regulations (EDGAR), means a study using a design that attempts to approximate an experimental design by identifying a comparison group that is similar to the treatment group in important respects. An *experimental study* may refer to a randomized controlled trial, which employs random assignment of, for example, students, teachers, classrooms, schools or districts to receive the intervention being evaluated (the treatment group) or not to receive the intervention (the control group).

²² Bodily, Susan, et al, *Integrating Academic and Vocational Education: Lessons from Eight Early Innovators*; National Center for Research in Vocational Education, University of California, Berkley, 1995.

our career pathway trainers to integrate subject matters in all classes so that students understand relevance and association.

As discussed in previous sections, Met Tech seeks to shrink the career un-readiness gap and graduate students who are career and work ready. Our graduates will have the option to pursue a post-secondary education or enter the field of work. Some programs require six-month (160 hrs.) training while others require up to two years (1500 hours). We require academic testing, and practical examinations before sitting for nationally recognized board examinations.

D. Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.

The Educational Model is implemented within a framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The development of the Educational Model was based on Robert J. Marzano's 35 years of research. Its structure enables administrators and teachers to better understand, better explain and make better predictions regarding the elements needed to facilitate each student's mastery of the State's ESSA standards. Educational best practices, technology, communication and documentation tools are created and revised to support the implementation of the model and ensure teachers have the support necessary to meet the needs of each student.

The Educational Model's six steps as outlined below (baseline assessment, data driven instruction, assessment, grading, reporting and decision) were designed to provide a process for improving student learning and academic achievement. The steps are designed to encourage teachers to reflect on the individual work of their students. The Educational Model is supported by Mel Levine's works, which demonstrates that treating every student the same is equivalent to treating them unequally. The Educational Model is used to sustain a constant cycle of tracking progress for mastery of standards, so students are able to find success in their own methods of learning. Subsequently, students are empowered through the creation of their own Personalized Learning Plan.

Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses, to effectively target instruction, and to set school-level, classroom level, and individual student-level goals.

Component 2: Data Driven Instruction

The ESP's Education Team, along with school leaders, analyze baseline data from The School's Student Information System, and then provide targeted professional development to support teachers' knowledge base of the best instructional strategies to employ, that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus, and employ regrouping and other differentiation strategies, to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support, through collaboration within the Network around meeting the needs of each student, the School ensures a culture of continuous improvement and increased student achievement.

Component 3: Assessment

After data-driven instruction, formative assessments will be given to determine areas of growth and will be used to continue to identify instructional priorities. Assessments measure instructional effectiveness and student achievement and are an integral part of the Educational Model. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Further, timely and specific feedback, based upon formative assessments of student performance on grade level standards is given to establish individualized goals for all students (Marzano, 2003).

Component 4: Grading

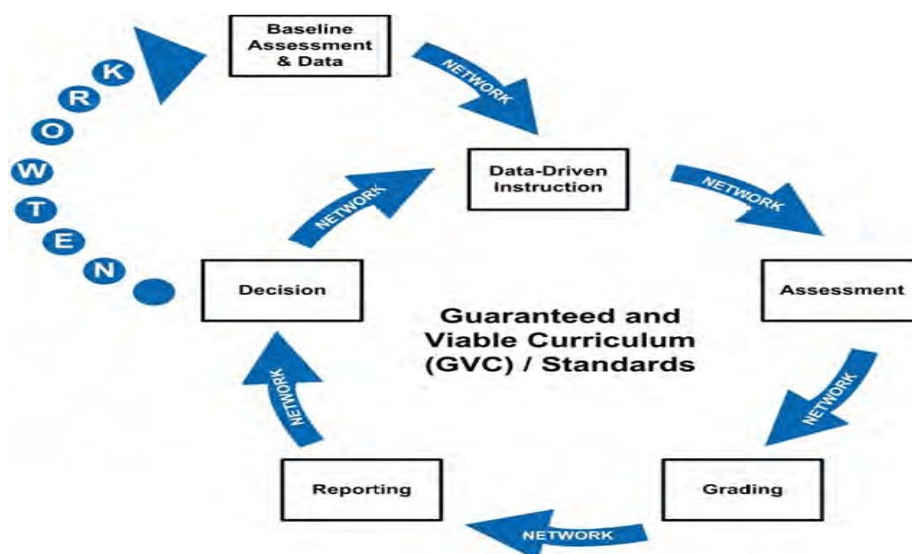
Grading of formative assessments is done through the Teacher eGrade Book in the Student Information System graded at the most specific level of the state standards to facilitate data collection. As the data is collected, it is displayed within the Teacher eGrade Book in various formats for straightforward data analysis. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.

Component 5: Reporting

Reporting in the Student Information System offers each school the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online web access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of benchmarks more efficient. It will also provide students, parents, teachers and administrators, information to make decisions about differentiating instruction for each student.

Component 6: Decision

The process of data-driven instruction, assessment, grading and reporting of a particular standard is now complete. Teachers and administrators, based on the data, will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction.



Student Information

The review of data, through the use of the Educational Model, guides the School's learning plan by identifying the professional developmental needs of teachers through both student and administrator observational data. Through the cycle of revisions to the Guaranteed and Viable Curriculum based on the needs of the students recognized through data and observation, the alignment of professional development to the needs of teachers, and the revision of functionality within the Student Information System, the Educational Model is the foundation that drives continuous improvement within each school.

One of the most significant factors that impacts student achievement is that teachers commit to implementing a guaranteed and viable curriculum to ensure no matter who teaches a given class, the curriculum will address certain essential content (Marzano, 2003). A guaranteed and viable curriculum is much more than a curriculum guide or a textbook. It closes the gap between the intended curriculum and the implemented curriculum.

The only way the curriculum in a school can truly be guaranteed is if the teachers themselves, those who are called upon to deliver the curriculum, have worked collaboratively to do the following:

- Study the intended curriculum.
- Agree upon priorities within the curriculum.
- Clarify how the curriculum translates into student knowledge and skills.
- Establish general pacing guidelines for delivering the curriculum.
- Commit to one another that they will, in fact, teach the agreed-upon curriculum.

A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level. It is one of the most powerful things a school can do to help enhance student achievement by guaranteeing that specific content is taught in specific courses and grade levels. It is important to note the two parts in the concept of a guaranteed and viable curriculum: The fact that it is guaranteed assures us that specific content is taught in specific course and at specific grade levels, regardless of the teacher to whom the student is assigned. The fact that it is viable indicates that there is enough instructional time available to actually teach the content identified as important.

Met Tech's core mission as a PLC is not simply to ensure that all students are *taught* but that they also *learn*. The first and biggest of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and committed to the learning of each student is the very essence of a learning community.²³

The collaborative PLC will create a clear and compelling vision of what Met Tech must become in order to help all students learn. They will make collective commitments clarifying what each member will do to create such a learning environment by using results-oriented goals to mark their progress. Met Tech will embrace RTI as an essential tool in achieving their commitment to guarantee every student's success.

While Met Tech prefers to see traditional public schools as partners in improving public education, Met Tech's Guaranteed and Viable Curriculum and innovative learning drives academic success. These methods and tools may serve as a model for other schools to emulate and help stimulate educational improvement. Met Tech believes that our ability to move all students to higher levels of performance and proficiency provides a climate for rigorous competition within the public and charter schools system. The educational model is an innovative learning approach that can serve as a model for high academic achievement for traditional schools.

E. Describe the curriculum and basic learning environment, including class size and structure for all divisions to be served, and explain any differences among the schools being proposed.

Met Tech recognizes that each school's learning environment is unique and must be supported in its quest for increased student achievement. The Educational Model is a framework for continuous improvement, with its foundation in the 35 years of research of Robert J. Marzano that focuses on school goals to increase student achievement.

Every school administrator and faculty member will be trained in Marzano's research and the Educational Model. They will be trained in data collection systems to provide continuous assessment toward Met Tech's goals. Student and school performance data is collected regularly throughout the year and used by school administrators and faculty members to monitor progress in achieving the Met Tech's goals. Administrators and faculty evaluate, create, and revise instructional goals based on the instructional calendar and progress made. Met Tech shall comply with applicable Tennessee Board of Education Regulations, 0520-01-03-.03(3)(a) for a high school. If the requirements for charter schools change over time, Met Tech will modify its staffing and enrollment to ensure compliance.

Innovative Learning Methods

The research-based instructional strategies listed below, are in conjunction with the implementation of the research of Robert J. Marzano in *The Art and Science of Teaching*, as well as the research of Jay McTighe in *Understanding by Design*. These strategies can greatly

²³ Dufour, R., Dufour, R., Eaker, R. Many, T., *Learning by doing*, p.11

influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures and instructional strategies implemented in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Each of the strategies provides students with a learning environment that is academically rigorous, challenging, innovative and focused on individual student learning needs.

Met Tech will deliver educational best practices to the students with the framework of the Educational Model, which is innovative in its approach to data analysis for individual student learning. In addition, the School will have several unique and innovative academic components that will complement the comprehensive data-driven instructional delivery of the Guaranteed and Viable Curriculum Educational Model, to foster the development of well-rounded student citizens and provide experiential learning opportunities. These components include research based instructional strategies (the Guaranteed and Viable Curriculum); technology support for data-driven instruction and individual student goal setting; Personalized Learning Plans; and an integrated character educational model.

According to Marzano (2003), there are many research based instructional strategies that can be implemented in the classroom that have shown to positively impact student learning. The innovative learning methods listed are applicable to K-12 education. The implementation of each strategy is associated to specific behaviors to be exhibited by teachers appropriate to the grade level and course. Each behavior is adaptable and guides teachers as to the most appropriate use of research-based instructional strategies to meet the needs of students at each grade level.

Teachers at Met Tech will utilize these strategies within their classrooms during the school year. The School Leader will monitor planning and instruction to ensure implementation of the appropriate instructional strategies. Met Tech will provide professional development, data analysis, and feedback based upon school visits, to support effective classroom instruction at Met Tech. Met Tech will be supported through professional development in order to be able to successfully apply the innovative learning methods listed.

F. Detail the proposed instructional goals and methods, including specific academic benchmarks

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses, to effectively target instruction, and to set school-level, classroom level and individual student-level goals. After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the Education Team and school administration monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced.

Teachers begin the school year by establishing academic benchmarks. Afterwards, each school year begins by assessing the last year's data Benchmark to target and differentiate instruction, and to help students focus on their learning, as they work to master specific skills and content in the Tennessee ESSA Standards. Benchmarks as well as FAIR data, and numeracy

assessments will provide administrators and teachers with data for the measurement of learning outcomes for each individual student.

Throughout the year school administrators meet with teachers in Data Summits to measure learning outcomes of each student by reviewing established benchmarks to further drive instruction. Benchmarks will be used to assess students' learning throughout the year, and to drive instruction the last four weeks of school by focusing on student academic gaps that must be mastered according to the Guaranteed and Viable Curriculum.

Progress monitoring for additional learning opportunities will be measured using resources aligned to the program in use. Programs for Comprehensive Intervention that meet the state's rigorous guidelines for scientifically-based interventions will be measured according to the program guidelines. Overall success of the extended learning program will be measured through impact on student's success probability in FAIR and Benchmark score.

Met Tech will also utilize a Narrative Report Card (NRC). The NRC gives parents, administrators and teachers a comprehensive overview of a student's current skill level and a measure of the student's progress toward attaining mastery of the State Standards. The NRC identifies and evaluates a student's mastery of specific grade level skills as they align with State Standards. By aligning state specific standards with each content area, teachers, parents, and students can identify the specific areas a student has mastered as well as those areas in which a student needs improvement and support.

The academic data will also be reviewed during the creation of a strategic plan, i.e., school improvement plan. The strategic plan includes goals in core-content areas, school operations, and parent satisfaction. Academic goals include students within "Adequate Yearly Progress" subgroups meeting the requirements of ESSA, in regard to academic performance and test participation.

G. Explain why the instructional strategies and proposed curriculum were well-suited for the targeted student population

Met Tech's decision to use the research of Robert J. Marzano (2003) on effective schooling in conjunction with Jay McTighe's work on curriculum development provides curriculum design and implementation aligned with ongoing assessment of student achievement. Marzano provides a framework for creating schools that positively affect student achievement. He has categorized 35 years of effective school research into three general factors that influence student academic achievement: (1) school-level factors, (2) teacher-level factors, and (3) student-level factors. This research provides remarkably clear guidance as to the steps schools can take to be highly effective in enhancing student achievement.

As an example, the implementation of the following strategies is intended to address the teacher-level factors that affect student achievement. The Instructional strategies are associated to specific behaviors to be exhibited by teachers appropriate to the grade level and course. Each behavior is adaptable and guides teachers as to the most appropriate use of research-based

instructional strategies to meet the needs of students at each grade level. Teachers at Met Tech will utilize these strategies within their classrooms during the school year.

The School Leader will monitor planning and instruction to ensure implementation of the appropriate instructional strategies. Met Tech will provide professional development, data analysis, and feedback based upon school visits, to support effective classroom instruction at the School. The School will be supported through professional development in order to be able to successfully apply the innovative learning methods listed. These include:

Categories of Instructional Strategies that affect Student Achievement

Category	Specific Learning Methods
Identifying similarities and differences	<ul style="list-style-type: none"> Assigning in-class and homework tasks that involve comparison and classification Assigning in-class and homework tasks that involve metaphors and analogies
Summarizing note taking	<ul style="list-style-type: none"> Asking students to generate verbal summaries Asking students to generate written summaries Asking students to take notes Asking students to revise their notes, correct errors, and add information
Reinforcing effort and providing recognition	<ul style="list-style-type: none"> Recognizing and celebrating progress towards learning goals throughout a unit Recognizing and reinforcing the importance of effort Recognizing and celebrating progress toward learning goals at the end of a unit
Homework and practice	<ul style="list-style-type: none"> Providing specific feedback on all assigned homework Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction
Nonlinguistic representations	<ul style="list-style-type: none"> Asking students to generate mental images representing content Asking students to draw pictures or pictographs representing content Asking students to construct graphic organizers representing content Asking students to act out content Asking students to make physical models of content Asking students to make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models
Cooperative learning	<ul style="list-style-type: none"> Organizing students in cooperative groups when appropriate Organizing students in ability groups when appropriate
Setting objectives and providing feedback	<ul style="list-style-type: none"> Setting specific learning goals at the beginning of the unit Asking students to set their own learning goals at the beginning of a unit Providing feedback on learning goals throughout the unit Asking students to keep track of progress on learning goals Providing summative feedback at the end of a unit Asking students to assess themselves at the end of a unit
Generating and testing hypotheses	<ul style="list-style-type: none"> Engaging students in projects that involve generating and testing hypotheses through problem solving tasks Engaging students in projects that involve generating and testing hypotheses through decision-making tasks Engaging students in projects that involve generating and testing hypotheses through investigation tasks, experimental inquiry tasks, system analysis task and invention tasks
Questions, cues and advance organizers	<ul style="list-style-type: none"> Prior to presenting new content, asking questions to help students recall what they might already know about the content Prior to presenting new content, providing students with direct links with what they have studied previously

	<ul style="list-style-type: none"> • Prior to presenting new content, providing ways for students to organize or think about the content
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Met Tech recognizes the need for providing a rigorous curriculum and challenging academic environment in which students, parents, teachers and administrators have solid and reliable data in order to continuously evaluate the academic performance of students. This Education Model ensures that academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. Met Tech will use a spiral approach to curriculum design, which means that a skill is introduced, practiced, applied and ultimately mastered at a specific grade level. A spiral curriculum model recognizes the need for a skill to be introduced again at a higher level of mastery. In order to meet the State's standards in a standards-based curriculum, it is imperative that the textbooks and materials that would be best suited for the educational needs are taken into consideration.

Met Tech also recognizes that a balanced academic program emphasizes interdisciplinary study, reading, and writing across the curriculum, critical thinking skills, cooperative learning projects, and infusion of technology throughout the curriculum. The goal of the standards-based curriculum is to provide a rigorous and high academic standard while supporting creativity in the delivery of the standards.

The Guaranteed and Viable Curriculum provides a solid academic foundation that ensures that no child is left behind. Again, the framework ensures that a year's worth of knowledge and skills is covered and reflected in each student's portfolio.

Challenging Goals and Effective Feedback (School Level Factor, Marzano, 2003). According to Marzano (2003), the second school-level factor is "challenging goals and effective feedback." This factor is a combination of effective monitoring, and pressure to achieve.

Challenging goals are defined as high expectations and pressure to achieve. Monitoring refers to feedback and tracking the extent to which goals are met. Mark Lipsey and David Wilson (1993) examined hundreds of studies and found that, on average, the act of setting academic goals or defining clear learning goals translated into higher student achievement. The reported impact of setting goals on student achievement ranges from a low of 18 percentile points to a high of a 41 percentile points increase. Also, research shows that setting academic goals for an entire school has a powerful, coalescing effect on teachers and administrators: "Goals themselves lead not only to success but also to the effectiveness and cohesion of a team."

Based on the above Marzano research, the School will develop a school goal plan that will identify specific academic goals to be met during the year. Student achievement data will be collected throughout the year to provide school administrators the opportunity to evaluate classroom instruction and make sure the school goal plan is achieved.

How do we know if goals are being met if effective feedback is not in place? Again, the results of several research studies show that academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where it is not.

John Hattie (1992) reviewed about 8,000 studies and found that “The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback.’ However, feedback has two very specific characteristics. One, it must be timely.

Timely feedback provided throughout a learning experience is referred to as “formative” assessment as opposed to “summative” assessment that occurs at the end of a learning experience. Two, effective feedback must be specific to the content being learned (Bangert-Drowns, 1991). For example, teachers are expected to reinforce specific strengths in a content area as well as address specific areas of need. George Madaus and colleagues found that tests that are not specifically designed to assess a particular school’s curriculum frequently underestimate the true learning of student (1980).

Through the collection of data on each individual student and the involvement of parents in the overall academic endeavor of their child, we believe that all students will recognize their individual potential and strive to meet and exceed the academic goals they have participated in setting for themselves. Although testing and evaluation may be stressful for some students, testing is a normal and expected way of assessing what students have learned. Testing accommodations for ELL and ESE students will be implemented and adhered to as required by the State. The purpose of collecting individual student data is to provide an independent insight into each child’s progress, as well as that of each school. This information is essential in order to continually analyze, evaluate, and refine what is being taught in every classroom. The analysis of this data is what drives classroom instruction and student progress, otherwise known as data driven instruction. This is how each school makes sure every student is achieving academic growth and that no child is left behind.

H. Explain how the academic plan aligns with Tennessee’s academic standards.

The Educational Model is a framework for continuous improvement wherein the Guaranteed and Viable Curriculum, a research-based curriculum, is used to support and meet the needs of each student. The Educational Model is used to drive administrators and teachers to better understand, explain, and make predictions about the elements needed for each student to master the ESSA State Standards. Educational best practices, technology, communication and documentation tools are revised and created to support the implementation of the model so that teachers have the support necessary to meet the needs of each student. The model aligns with the State’s ESSA standards. The standards articulate the following performance goals:

Performance Goal 1: All students will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics;

Performance Goal 2: All students will exhibit positive behavior changes that support academic and social growth;

Performance Goal 3: The percentage of students who are chronically absent from school will decrease; and

Performance Goal 4: Family engagement will be embedded throughout the program.

Supporting tools of the model include the Personalized Learning Plans that lead students to set personal goals, achieve goals, and therefore, create individual academic successes while maintaining academic rigor.

The classroom teachers remain in continual contact with all stakeholders by updating the Personalized Learning Plan, using data derived from FAIR, ongoing progress monitoring, Narrative Report Card, and CSUSA Benchmark testing results. Teachers collaborate with a mentor teacher to continue the process, while devising and executing a successful plan for the remedial student.

Involving and engaging parents and students in a collaborative manner, is critical to successful implementation. Initiating and strengthening collaborations among the school, home, and communities, particularly in urban and rural areas, provides the basis for support and reinforcement of students' learning.

I. If your academic plan includes blended learning, describe which blended learning model the school will use, the role of the teachers within the blended learning environment and explain how and why this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

N/A

J. Describe the school's approach to help remediate students' academic underperformance.

The overall instructional focus and goal of Met Tech is to provide students with an exceptional CTE integrated education, grounded in the necessary college and career readiness with skills that will equip them with vital knowledge and skills needed to succeed at the post-secondary levels and in chosen career paths.

Met Tech expects that upon graduation, it will have 100% matriculation of all seniors. The graduating seniors will be prepared for successful transition for post-secondary education and employment.

In order to achieve this, the PLC must collaboratively work to understand what is necessary to improve student learning. The four critical questions for discussion are:

1. What knowledge, skills, and dispositions should every student acquire as a result of this unit, this course, or this grade level?
2. How will we know when each student has acquired the essential knowledge and skills?
3. How will we respond when some students do not learn?
4. How will we extend learning for the students who are already proficient?

(Dufour, et al. 2016, p. 36)

Question 1 requires teachers of the same course or grade level to collectively determine what they expect all their students to know and be able to do. Teachers will need to identify essential standards, analyze, prioritize, and otherwise unpack standards of what is most essential for students to know – concentrated instruction.

After identifying the knowledge and skills that all students must learn, the PLC will assess their efforts to achieve high levels of learning for all students based on concrete results rather than good intentions.

The PLC will develop a convergent of assessments. This is an ongoing process of collectively analyzing targeted evidence to determine the specific learning needs of each child and the effectiveness of the instruction that the child receives in meeting those needs.

Once the PLC has answered the first two questions, intervention is then at the school level. A school's systematic response to the intervention is known as certain access- "a systematic process that guarantees every student will receive the time and support needed to learn at high levels". (Buffum et al., 2012, p.10).

K. Describe methods for providing differentiated instruction to meet the needs of all students, including plans for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.

If the fundamental purpose of the RTI is to ensure all students learn at high levels- grade levels or better each year- then Met Tech must teach students at grade level. While every student might not leave each school year having mastered *every* grade-level standard, but he or she must *master* the learning outcomes deemed indispensable for future success. Because some students may not master the essential curriculum by the end of the unit, the school must dedicate time to provide these students additional support to master this essential grade-level curriculum *without missing critical new core instruction*.

The PLC will define the targeted learning outcomes. The supplemental help will focus on providing targeted students with the additional time and support needed to master the specific skills, knowledge and behaviors identified at Tier 1 to be absolutely essential for a student's future success.

Supplemental interventions will be focused on very specific learning targets, placement into Tier 2 interventions must be timely, targeted, flexible, and most often guided by team-created common assessments aligned with grade-level essential standards.

1.4 Academic Performance Standards

A. Describe the proposed charter school's annual and long-term academic achievement goals, in measurable terms.

Met Tech sets strategic achievement goals to achieve overall success according to Tennessee ESSA Plan. The School Leader will set collaborative instructional and achievement goals annually as part of the culture of continuous improvement.

To actualize this learning model, innovative strategies are necessary and explained below.

Advisory Program: students will be organized in grade level advisory teams. These advisory teams will consist of small groups of students and adults who will meet monthly at the end of the month. These advisory periods will focus on the development of the students' Individual Learning Plans (ILP) which will follow the students throughout their academic careers; ensuring that they receive the support necessary for success. In each grade the activities of the Advisory will be age- and grade-appropriate but will always focus on self.

Extended Day and Class Periods: Met Tech will provide students with an extended school day one day per week of learning and activities commencing at 7:30 am with dismissal at 5:30 pm, extending the traditional school day by 2.5 hours.

Students will be grouped heterogeneously on each grade level and travel with their advisory group throughout the school day. The weekly schedule provides extra time for interventions in each grade and core and non-core subject areas for the all grades.

Classroom Instructional Strategies: The goal of Met Tech is to create a small community of learning in which all individuals focus on developing critical thinking competencies. Teachers will capture students' attention and curiosity by incorporating age appropriate ideas, materials and tools to stimulate creativity and higher order thinking. Teaching methods and student work will be targeted to develop critical thinking competencies such as meta-cognition, acquisition and integration of knowledge, refining and extending existing knowledge, determining effective uses of knowledge gained, and "habits of mind" for building life-long learning. It is a primary objective of the Met Tech education program to create the foundation for students to become life-long learners.

Specific pedagogies will include:

- 1) *Cooperative learning* strategies providing effective interpersonal and team work skills;
- 2) *Questioning methodologies* providing opportunities for students to question themselves, their peers and teachers about what they are learning. Questioning strategies provide opportunities to clarify knowledge, retain knowledge gained, relate new information to that which has already been learned, stimulate creativity and curiosity, and practice critical thinking skills; and
- 3) *Differentiated Instruction* ensuring that learning for each student is focused on the abilities and needs of each individual student. Inquiry-Based Student-Directed Work: After the ILPs are completed during the advisories, students will pursue a menu of active learning opportunities that will culminate every nine weeks in a final project. These project-based learning (PBL) activities will follow the guidelines and utilize the resources developed by the Buck Institute for Education.

Opportunities for Transformative Leadership: Students, staff, parents, and community partners will create and participate in a weekly community assembly. The purpose of these assemblies is to provide an opportunity for all to create space for shared voice and decision-making among all school stakeholders. Students, staff and others will work together to identify and execute agenda items for these community meetings. A key tool in the development of leadership among students will be the establishment of a student government program which will be based on the guidelines and principles recommended by the National Council for Social Studies. PBL opportunities will be designed to help students take responsibility and ownership for their own education, thereby building confidence through the development of effective work habits and attitudes towards learning, and instilling persistence in pursuit of their academic and social endeavors.

Through the year and with experience, students will become more self-directed. Strategies to be used:

- 1) student-directed learning that deliberately engages student voice;
- 2) student and staff collaboration;
- 3) pursuing the answer to an essential question relevant to students' lives;
- 4) outcomes-based measures and deliverables; and
- 5) real world use of technology.

Career Education: Building career awareness and developing college and job skills for the 21st century workplace are significant components of Met Tech educational philosophy. Met Tech will integrate a career education program with career awareness and project-based activities to help students gain self-knowledge about their attributes and skills, identify industry interests, and education and employment.

B. Describe the process for setting, monitoring, and revising academic achievement goals.

Create Innovative Measurement Tools

Met Tech has designed innovative reporting tools via a proprietary Student Information System, including the Teacher eGrade Book and the Narrative Report Card. These innovative measurement tools assist the school staff in analyzing student assessment data and monitoring student progress to ensure academic improvement. Described below, these tools also assist the school in monitoring progress towards meeting and exceeding the goals and objectives outlined earlier.

Student Information System

The ESP will assist the School in the tracking of individual student data through the Student Information System. The Student Information System offers each school the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online Web access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of mastery of the Next Generation Sunshine State Standards more efficient. It will also provide students, parents, teachers and administrators information to make decisions about

differentiating instruction for each student.

Teacher eGrade Book™

The Teacher eGrade Book was created to assist teachers in creating and recording daily assignments that are aligned to the Guaranteed and Viable Curriculum and the State ESSA Plan. Since all courses taught have the ESSA in the grade books, each assignment, each formative and summative assessment given, is directly aligned to the ESSA and the data is accessible to all relevant stakeholders via the Student Information System. Access to SIS allows for real-time monitoring of student performance on the ESSA, and administrators, parents, teachers and students can track and compare rates of academic progress made by the students throughout the year. When an assignment is created for a specific subject, the teacher assigns points to the most specific element of the ESSA covered in that particular lesson. When the assignment is completed by the students, the grades are then logged into the Teacher eGrade Book by the teacher, creating a running record of the level of mastery each student has achieved on the related standards and benchmarks. Grades are automatically calculated and various individual and class reports can be generated. This tool has created an invaluable way for teachers to effectively evaluate individual student's mastery of state prescribed skills and content areas, as well as improve the overall effectiveness of classroom instruction in each subject.

The Teacher eGrade Book is an integral reporting tool that empowers parents to monitor and participate in the student's academic progress and improvement, as well as empowers students to monitor and take responsibility for their own learning. The Teacher eGrade Book also enables the School Principal to monitor coverage of the Guaranteed and Viable Curriculum and State standards by each teacher, subject, or grade level and then verify the effectiveness of teacher lesson plans.

Narrative Report Card™

The Narrative Report Card is a school reporting tool used to identify and evaluate the educational strengths and needs of students, making sure "no child is left behind." It provides students, parents, and teachers detailed academic information about the various objectives and skills the student has or has not mastered. This tool helps parents, teachers, and administrators make informed decisions regarding a student's academic performance.

The Narrative Report Card, as a part of the overall academic process, is used to provide more detailed and targeted feedback to parents and students regarding the student's progress. The Narrative Report Card provides a higher level of comprehensive student assessment than traditional report cards, by aligning a student's evaluation with state standards and the Guaranteed and Viable Curriculum for each specific grade level. This format allows parents to see that their student is not only "passing" in a specific subject or earning a specific letter grade, but also has attained specific skills within a learning standard throughout the year.

The Narrative Report Card allows teachers and administrators to sort student performance data and curriculum objectives in a variety of ways:

- By student: teachers or administrators can generate a report of all the academic goals and objectives a student has or has not mastered;
- By subject: teachers or administrators can generate a report of all the academic goals and objectives students have or have not mastered by individual subject;
- By classroom: teachers or administrators can generate a report of all the academic goals and objectives students have or have not mastered by classroom;
- By grade level: teachers or administrators can generate a report of all the academic goals and objectives students have or have not mastered by grade level;

At the beginning of each academic year with input and/or support from the ESP, the School's leadership team, teachers, and parents, the School will analyze the previous year's State Assessment Test data and create desired school-wide goals for the upcoming year. Once these goals are established, they are shared and agreed to by all stakeholders. The stakeholders hold the School accountable to these goals as the accountability standard to which each student, parent, teacher, administrator and ESP contributes. Progress towards the accountability standards are monitored and reviewed on an ongoing basis throughout the year in the classroom, at faculty meetings, teacher in-service and board meetings. In this way, all stakeholders have ownership in the educational outcomes of the School.

Through the collection of data on each student and the involvement of parents in the overall academic endeavor of their child, we believe all students will recognize their individual potential and strive to meet and exceed the academic goals they have participated in setting for themselves. Although testing and evaluation may be stressful for some students, testing is a normal and expected way of assessing what students have learned. The purpose of collecting individual student data is to provide independent insight into each child's progress, as well as that of each school. The analysis of this data is what drives classroom instruction and student progress, otherwise known as data-driven instruction. This is how the School makes sure every student is achieving academic growth and that no child is left behind.

The evaluation of individual student data is vital to the success of the student. It is through analysis and evaluation of data that administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve substantial learning gains. All curricular decisions are made by analyzing student data.

The process of data-driven instruction, assessment, grading and reporting of a particular objective as illustrated by the Educational Model described in Section 1, is now complete. The Educational Model is designed to give teachers and administrators a process for monitoring student progress. Various formative and summative assessments along with the Student Information System provide the necessary tools needed to make key instructional decisions based on the data. Teachers' ongoing decision to move on to a new objective and begin with a baseline assessment, or revisit the same objective through data-driven instruction, ensures a culture of continuous and improved academic achievement for students.

C. Describe corrective action plans if school falls below state and/or district academic achievement expectations

Met Tech recognizes that its learning environment is unique and must be supported in its quest for student achievement. The school's Guaranteed and Viable Curriculum and innovative learning tools drive success. At the end of the school year, administrators and faculty complete a survey to provide input on the current learning programs in place and the professional development provided throughout the year. In addition, there is a professional development needs assessment that administrators and staff complete at both the beginning and end of the school year. These results are analyzed and used along with student performance data to facilitate the school improvement process. The professional development schedule is created upon completion of data and needs assessment analysis. If analyzing different sources of student and teacher data throughout the year presents a need for additional professional development, the schedule is revised to include in-service to meet those training needs.

Met Tech will develop a needs assessment and effective school improvement models to structure the school for continuous improvement.

Met Tech will initiate a school improvement plan with comprehensive needs assessments in order to systematically determine high area needs. The needs assessment will incorporate both quantitative and qualitative data, include analyses of both internal and external variables, and explicitly link results with student learning.

Met Tech will organize a taskforce to design, implement and track improvement efforts. These groups will comprise representatives from all groups affected by the improvement efforts, including administrators, teachers and curriculum director.

Met Tech will establish rigorous yet attainable goals following the comprehensive needs assessment. The goals will align the state of Tennessee ESSA Standards and divided into small increments to effectively track progress.

Met Tech will use four primary types of data to evaluate school improvement: student learning, demographics, school environment and implementation fidelity. Met Tech will examine data on standardized tests, curriculum delivery, social and emotional learning, attendance and other variables. Gathered demographic data will allow decision-makers to form a thorough understanding of school subpopulations, including special education students.

Leaders of Met Tech will communicate objectives, progress, and results with all relevant stakeholders. Met Tech will always announce "quick wins" when data indicates early success. Met Tech will be transparent with reporting improvement slumps.

D. Describe goals for student attendance and explain how the school will ensure high rated of student attendance. Include plans for identifying and addressing chronic absenteeism.

Met Tech recognizes that chronic absenteeism is highest in high school. We also recognize that many students experience tremendous adversity in their lives- including poverty, health challenges, community violence, and difficult family circumstances- that make it difficult for them to attend school and be attentive while they are present. Students who are determined

chronically absent- missing at least 15 days of school in a year- are at serious risk of falling behind in school.

English learners are 15% more likely to be chronically absent than non-English learners, students with disabilities are 50% more likely to be chronically absent than students without disabilities.²⁴ According to the U.S. Department of Education, Shelby County Schools District has a 5.6% chronically absenteeism rate representing 6,147 students out of a population of 110,481. Frequent absences from school can shape adulthood. High school dropout, which chronically absent students are more likely to experience, has been linked to poor outcomes later in life, from poverty and diminished health to involvement in the criminal justice system.

Met Tech will employ a no excuse model holding our board, parents, faculty/staff and students accountable for high academic performance and attendance. Our teachers will adopt high expectations for each of their students and reject any and all explanations for low achievement. Annually, our school leader and trustees will set and accomplish firm and tangible goals for our school, students and staff, developing strategies and adopting best practices to ensure that our school: a) maintains an “A” on the TN DOE school progress report; b) maintains 95% student attendance; c) integrates a curriculum aligned with the TN DOE Learning Standards; d) realizes annual, demonstrated increases in faculty knowledge gained and use of best practices as measured by classroom observation, student work and performance; e) creates an environment of early college entrance for high school students; as well as other outcomes to be operationalized in the accountability goals.

Met Tech will prevent or reduce absenteeism by:

- 1) Communicate attendance expectations- Met Tech will set measurable attendance goal in the overall continuing school improvement plan, the integrated CTE programs are designed to promote 100% attendance;
- 2) Form an attendance team- The Family and Community Support workers shall be responsible for non-instructional aspects that contribute to student success, including but not limited to monitoring student attendance and communicating with parents when students miss the first day of school;
- 3) Intervene early- Attendance intervention begins with the first day of absence. The team will reach out to the parent/guardian to develop an attendance action plan, focusing on accountability but with a positive mindset;
- 4) Track the positivity ratio- Teachers will use a 3:1 positivity ratio to help ensure teachers are giving student positive reinforcement throughout the school day. Students will recognize at least three positive student behaviors before they record a negative behavior. This helps teachers build stronger relationships with their students;
- 5) Create a more positive school culture- Met Tech creates a culture that students can be excited about in a school where they feel valued, respected, and appreciated. When students feel happy and safe, physically and emotionally, they engage in school.²⁵ Met

²⁴ Chronic Absenteeism In The Nation's Schools, A hidden educational crisis, U.S. Department of Education, retrieved from <https://www2.ed.gov/datastory/chronicabsenteeism.html>.

²⁵ 8 Ways to prevent chronic absenteeism, Hardy, D., July 2018, retrieved from <https://educationdrive.com> on January 10, 2019.

Tech will create goal-based incentives that motivate attendance and positive student behavior. Met Tech will implement Positive Behavioral Interventions and Supports, social and emotional learning, and other culture-oriented programs all of which to help students achieve positive social and emotional character development and build an environment that helps them feel connected to the people they learn with;

- 6) Make it easy to track and act on real-time data- through use of a technology based school culture system, Kickboard, teachers can easily take attendance and record and reinforce the behaviors that make up the school's ideal culture with a tap. Real-time data allows the school leaders to conduct real time behavior and culture reviews that can reveal the underlying causes of chronic absenteeism.

E. Explain how students will matriculate through the school (i.e. promotion/retention policies and graduation requirements).

Achievement Goals

The following achievement goals in Table 3 align with Met Tech's mission to provide a high academic and rigorous integrated curriculum. When applicable, the metrics used are based on state assessments, ensuring that the achievement goals meet or exceed TN student achievement standards.

Table 3

Goal	Metric
Goal 1: Met Tech students will demonstrate knowledge and skills in the core content areas of ELA, mathematics, science and social studies at or above grade level	<ul style="list-style-type: none"> Metric 1: 90% of students who graduate will successfully enroll in a post-secondary institution or enter the workforce in their chosen career field
Goal 2: Student Achievement: Met Tech students will accumulate credits at a rate that enables them to enroll in college level courses as high school students	<ul style="list-style-type: none"> Metric 1: At least 85% of 10th grade students will pass courses and a related End-of-Course exam that will entitle them to a high school credit Metric 2: At least 85% of all students in all grades will earn a minimum of 5 credits each year. Metric 3: At least 90% of enrolled students will meet promotional and graduation requirements and be promoted to receive a diploma or Certificate of Completion
Goal 3: Leading Indicators/ Non-Academic: Met Tech students will demonstrate their engagement and commitment to their education	<ul style="list-style-type: none"> Metric 1: Average daily attendance will be 95% or higher as evidenced by the TN DOE's Average Daily Attendance (ADA). Metric 2: Student year-to-year retention rate will be 90% or higher as evidenced by ADA (excluding those students that withdraw) Metric 3: At least 90% of students will an overall "Proficient" or "Advanced" rating in their end-of-year final Senior project/capstone project based on an established rubric.
Goal 4: School-Wide: Met Tech will achieve Adequate Yearly Progress	<ul style="list-style-type: none"> Metric 1: Under ESSA, Met Tech will be in "Good Standing" and will demonstrate

	<p>substantial student growth.</p> <ul style="list-style-type: none"> • Metric 2: The school's Performance Index will meet or exceed the Annual Measurable Objectives set by the State for all accountable sub-groups and demonstrate substantial growth across accountable sub-groups.
Goal 5: Mission Driven- Met Tech's students will broaden what they learn in their core courses by acquiring 21 st Century, professional skills in their enrichment courses.	<ul style="list-style-type: none"> • Metric 1: At least 90% of students will pass mid-year and final exams in enrichment courses. • Metric 2: At least 95% of graduating students will present, perform, design their Senior Graduation Project and receive "Proficient" or "Advanced" based on Met Tech's presentation rubric.
Goal 6: Mission Driven- Met Tech's students will engage in real-world applications of their learning and will have a positive impact on their communities.	<ul style="list-style-type: none"> • Metric 1: At least 90% of all students will attend and participate in 90% of their CTE internship. • Metric 2: At least 90% of students attending and participate in 90% of their selected elective clubs for all quarters, including presenting/performing in end-of-quarter showcases/demonstrations. • Metric 3: At least 90% of all students will complete 30 hours of Service Learning and Service-Learning end-of-year project.²⁶

Performance and Promotion

Policies and Standards for Promoting Students to the Next Grade Level

To be promoted from one grade level to the next, Met Tech students will be required to meet grade-level appropriate standards as expelled above. Students will be required to complete various academic and non-academic requirements.

In all State required courses for graduations, students must earn a passing grade of "C" for three 9-week grading periods to receive one credit for the course. Students who fail one 9-week grading period will be required to attend tutoring after school, two or more 9-week grading periods will be required to attend Summer School. Students that fail more than two core classes will repeat the grade.

Beyond the standard academic requirements, additional promotional requirements (both academic and non-academic) will vary by grade level to reflect differences in growth and development based on skills and knowledge attained in prior grade levels. For example, 12th grade students may be required to complete a 3,000-word Final Position Paper and public presentation on an issue central to the community that directly ties to concepts learned in the social studies course. Failure to complete the paper during the school year or a summer session would result in a failing social studies grade and may preclude the student from graduation if he/she failed two other core courses. By meeting or surpassing Met Tech's promotional requirement at each grade level, students will be prepared academically and non-academically to

²⁶ These benchmarks are based on the founding group's analysis of the performance of comparable middle and high schools in Shelby County Schools serving similar student demographics.

engage in the next grade level's educational program.

For all grades, promotional requirements will be clearly documented and made transparent to teachers, students, families and other relevant stakeholders through the learning portfolio materials, orientation sessions, and individual parent-teacher conferences. A member of GSS may also take part in monitoring students' progress in meeting promotional requirements. A key role of GSS is to monitor, mentor, and course-correct when students appear to struggle to meet promotional requirements.

Grading Policy

While grades are not deemed the primary indicator of success in student achievement at Met Tech, we recognize the importance that grades play in communication to families, community supporters as well as students about progress and performance. As such, it is critical for student performance to be measured, including formative and summative assessments, homework, projects/ presentations/performances, daily coursework, participation, culminating project-based demonstrations of learning and other assignments. This body of work will be scored about student mastery of respective standards.

Instead of only evaluating students by strictly using letter grades (A, B, C, D, and F), we will correlate evaluation scores to the following proficiency levels: "Beginning", "Emerging", "Accomplished", and "Exemplary" and marry these ratings to the traditional letter grades. Met Tech will determine these evaluations using rubrics based on state standards. The rubrics will be a part of the transparent process of assessment development and conversations shared with students, parents, and all relevant stakeholders. Please refer to Table 4, Met Tech's Grading Policy.

Table 4: Met Tech's Grading Policy²⁷

Letter Grade	Percentage Score	Rubric Score	Significance
A+ A A-	98-100% 94-97% 90% - 93%	4	A student earning an A grade has demonstrated exemplary or above level performance.
B+ B B-	88-89% 84-87% 80-83%	3	A student earning a B grade has demonstrated accomplished performance.
C+ C C-	78- 79% 74- 77% 70- 73%	2	A student core content with a C grade has demonstrated an emerging level of performance.
D+ D D-	Below 70%	0-1	A student earning less than 70% of a course is not yet demonstrating a basic level of mastery with the content standards

Students will be promoted to the next grade level upon demonstrating mastery (70-75%

²⁷ Capital Collegiate Academy. (n.d.). Retrieved from http://capitolcollegiate.org/wp-content/uploads/2014/06/Capitol-Collegiate_petit.

or better) in all core and elective subjects by the end of the final quarter. (supplemental requirements must be met as well). Any student whose performance does not meet this standard is a candidate for retention and will be referred to the GSS Team. The team will review all interventions provided throughout the academic year with the student and his/her family and make the appropriate recommendations for the student.

F. Provide the school's exit standards for students. These should clearly set forth what students in the last grade level will know and be able to do.

Below are the state core requirements to earn a regular high school diploma

Credit Requirements

English	4 units
Mathematics	4 units
Science	3 units
Social Studies	3 units
Wellness	1 unit
Physical Ed.	0.5 units
Personal Finance	0.5 units
Electives	3 units
Foreign Language	2 units
Fine Arts	<u>1 unit</u>
Total	22 units

Upon successful completion of the a CTE program, the student will receive a Certificate of Completions. The credits earned from the programs will be posted on the final transcript. Because we want to ensure that all students exit Met Tech are prepared for college and the workforce, each student will be required to participate in a semester of post-graduate planning in preparation for graduation. Students will complete an exit interview to allow the school to gather perceptual data and feedback regarding school programs and practices.

1.5 Phase-In/ Turnaround Planning- NA

1.6 High School Graduation and Postsecondary Readiness

A. Explain how the school will meet Tennessee graduation requirements in accordance with State Board Policy 2.103. Describe how students will earn credits, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed those required by the State, explain the additional requirements.

B. Describe how graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e. technical centers, community colleges, military, or workforce)

See Table 4: Met Tech's Grading Policy

Sample Promotional Standards

The sample promotional standards in mathematics and ELA outlined in Table 5 apply to students successfully completing 9th and 12th grade. These standards, along with Met Tech's full set of promotional, academic standards for its core content and elective courses are adapted from the Tennessee State P- 12 Learning Standards/

Table 5: Promotional Standards

Subject/ Core Area	Grade 9 Promotional Standard	Grade 12 Promotional Standard
English Language Standards	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking; using effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
Mathematics	Interpret the structure of expressions. Interpret expressions that represent a quantity in terms of it context A. Interpret parts of an expression, such as terms, factors, and coefficients B. Interpret complicated expressions by viewing one or more of their parts as a single entity	Algebra II: Write expressions in equivalent forms to solve problems. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represent by the expression. A. Factor a quadratic expression to reveal the zeros of the function it defines. B. Complete the square in a quadratic expression in the form of $Ax^2 + Bx + C$ to reveal the maximum or minimum value of the function it defines.

Diploma Requirements for High School Graduation

To earn a high school diploma for Met Tech, students must meet or surpass the following academic and co-curricular requirements. These requirements are aligned to the Tennessee Department of Education requirements with added mission-driven requirements as well.

Academic Requirements:

- Earn 22 Total Units of credits in mathematics, ELA, science and social studies, and units of credit in enrichment courses such as World Language, Personal Finance, Young Entrepreneur Academy, and Civics
 - Math: 4 credits
 - English: 4 credits
 - Science: 3 credits

- Social Studies: 3 credits
- Foreign Language: 2 credits
- Fine Arts: 1 credit
- Elective Focus: 3 credits to include AP and Honors
- Calculate 20-25% of End of Course exams towards the designated course's final grade.
- Complete a minimum of one CTE or dual enrollment program
- Conduct a culminating Capstone or Senior final project
- Complete 20-hours of career internship

Co-Curricular Requirements

- Participate in afternoon school clubs
- Earn four units of Health and Wellness
- Complete 30-hours of Service Learning and a Service-Learning project that positively contributes to the local community and culminates into a report and public presentation
- Mentor a Met Tech Freshman for one year.

Students with Special Needs

Students with Individual Education Programs must meet the same requirements as general education students to earn a high school diploma, with the following expectations:

- An End-of- Year course exam based on IEP.
- A student identified as having a disability that adversely affects the ability to learn a language may substitute a course for the World Language and Culture.
- A student deemed unable to complete one college level course will be assigned to an alternate relatively comparable requirement such as a scaffolded independent study overseen by a Met Tech staff member.

C. Outline systems or structures the school will use to assist students at risk of dropping out and/or not meeting graduation requirements throughout the term of the charter.

Met Tech will implement necessary interventions to prevent or reduce drop-out rates. Although its integrated curriculum is designed to engage students at risk of drop out, Met Tech will implement the following programs to ensure additional intervention and prevention.

Daily Rap: We hope to engage our students in *Daily Rap* at the beginning of the school day through interactive journaling. Interactive journaling is an evidence-based approach to help students move through the stages of change. The group discussions are facilitated by the teacher in a positive setting where there is peer-to-peer support. The conversations are structured, engaging and experiential. Metamorphoses, Inc. has used this method of behavioral programming with youth referred from Juvenile Court known as status offenders. This evidence-based model helps youth understand that change is possible and they are responsible for making it happen. It reinforces and sustains what is provided in program settings and the commitment to the process of self-change. It gives the youth the opportunity to tell their own story in their own word. It keeps them engaged, motivated and organized in their change efforts. This method provides a personal, permanent resource by moving participants from being information gatherers to owners of the change process. More importantly, it engages youth in the creation of a tool for healthy living.

Afternoon Elective Clubs of Interest to End Day: Students will participate in their elective clubs of interest, such as Entrepreneurial Academy, Year Book Club, Journalism, Music, at the end of the day. These clubs are meant to offer fun and relief after a rigorous academic day. These clubs are meant to be engaging. We aim to create an incentive to avoid earning detention or Youth Court Referral. Parents/guardians are welcome to attend the clubs as some of them will be club volunteers.

Optional Evening: Homework help sessions will be provided two days per week for students requiring additional support in completing their homework or assignments. One Met Tech teacher along with a Teacher Assistant will provide support to students during these sessions.

Internships/ Job Shadowing: All rising 12th graders will participate in 40 hours of internship/job shadowing in the career path of their choice. The internship/job shadowing will occur the summer entering the senior year. High school internships are the best way to bridge the gap between going to school and landing a great job. The internships will be meaningful work experience wherein the students will be learning the ropes from more experienced professionals. Students will receive a monetary stipend upon satisfactory completion of the internship/job shadow. We will engage with targeted community business partners based on the career plan provided by the student.

D. Describe plans for incorporating early postsecondary and work-based learning opportunities for students.

Met Tech will integrate enhanced academic approach through the integration of CTE programs. This integrated approach will prepare our students for immediate transition to work and for some, transition to college. The CTE programs to be offered are Automotive Technology, Computer Systems and Programming, Computer Servers and Network Technology, Architectural Design Engineering, and Pre-Med. This comprehensive model has experienced phenomenal growth in the U.S. as a drop out prevention program. Research shows that for high-risk students in these career settings, drop out rates are lower, students are more engaged in the curriculum, and they continue on to post-secondary education at a higher rate than their peers in a non-integrated program.²⁸

The integration of CTE does not change the pedagogy but will strengthen the academic content of the CTE programs aligned with the applied academics and adding employability courses. The integration is intended to improve curriculum content in two ways: by enhancing the academic and generic skills content of courses and by linking course in coherent sequences that may be related to broad occupational clusters. Enhancing course content would increase students' ability to use higher-order thinking skills in practical applications. Coordination and collaboration between academic and vocational teachers will provide activities such as teaming, joint curriculum development, joint planning and classroom observation.

²⁸ *The Career Academy in the American High School*, Journal of Health Occupations Education, Vol. 15, Number 1, Spring 2001.

Met Tech will improve workplace skills through hands-on learning activities, group projects, internships, senior projects and career plans. This method aims to improve the transition from high school to further education and productive careers.

Structures such as College and Career Readiness tracking and monitoring will also become a part of the strategies we will implement to prevent drop-out possibilities. Staffing will permit hiring of an Education Counselor who will be able to focus targeted support on ensuring students are on track for graduation and recommendations for appropriate interventions. The expectation is that indicators are discussed as part of the weekly data chats and strategy building sessions.

Met Tech will comply with State regulations for the implementation and expansion of its CTE programs. Met Tech will use competency-based tests, career passports, and business surveys in the transition process. These transition efforts are necessary add-ons and are not part of the academic curriculum. Integration promotes the rethinking of education conventions.²⁹

Career Services

Career Services is dedicated to assisting all students, with particular focus on those students completing CTE programs, that desire to enter the workforce immediately after graduation. CTE graduates will receive exam prep and certification testing for their specific industry, giving them an advantage when entering the workforce. Students will receive better counseling, increased career planning, and job experiences in high school would prevent students from experiencing long lapses between graduation and employment or wasting time pursuing careers for which they are ill-suited. Integration sometimes translates into changes in counseling, career exploration, increased career information and planning, and even changes to credentials or certification.

The mission of the Career Service Officer is to educate students and connect them with the employment community to ensure transition to the workforce. The center does not guarantee employment. It does contain general career information, job search assistance, tips for seeking jobs, resume assistance and information about potential employers. The center will coordinate job fairs.

E. List and explain each type of high school diploma to be offered at the school.

Met Tech will offer the following types of high school diplomas:

Certificate of Completion- Academic

A student with special needs shall be able to receive a Certificate of Completion if s(he) are unable to complete the requirements of a regular education diploma. The decision to pursue a program leading up to an IEP Certificate of Completion shall be made by the Special Education Team. The parents will have the opportunity to advocate for academic accommodation or a modification. The differences will be explained so that the parent is fully informed of the choices

²⁹ *Integrating Academic and Vocational Education: Lessons from Eight Early Innovators*, Bodily, S. Ramsey, K. Stasz, C. Eden, R. Supported by the Office of Vocational and Adult Education, U.S. Department of Education

and impact on the student's ability to enter postsecondary education and the military should the student desire those career paths.

The final decision shall be made no earlier than 9th grade and shall be in writing and well documented in the student's academic record and as a part of the IEP. Although it is the goal that no child graduates from Met Tech with a Certificate of Completion, every effort will be made to support the academic needs of every student who is at risk for obtaining a Certificate. All students will be supported in post-secondary and career choices to ensure "Life After High School Success."

Met Tech will fully inform parents that a Certificate of Completion is not an academic credential. For this reason, Met Tech will recommend academic accommodations as a preference to a modified curriculum. Students may still get into a community college with a Certificate of Completion. Parents should be aware that it will affect the student's ability to receive financial aid. Should a student choose a military career, the Armed Forces does not accept a Certificate of Completion. Moreover, a Certificate of Completion can affect the student's ability to gain employment where an employer requires a high school diploma or a GED.

Certificate of Completion- CTE

Any student enrolled in any of the CTE Training programs will be awarded an additional Certificate of Completion upon successful matriculation through the CTE training program. Students with IEPs are eligible to earn the CTE certificate as well upon successful matriculation through the CTE program.

Regular Diploma

Students are awarded a high school diploma upon earning 22 State required graduation credits. Met Tech will utilize the following checklist to guide our work with students and parents as well as hold ourselves accountable for school-wide success:
How do we know when high school graduates meet expectations?

On-track indicators³⁰

Academic/ Technical Performance and Engagement

- Credit accumulation and recovery
- Attendance and grade point average
- Participation in accelerated learning programs and/or college-and-career ready courses of study
- Performance on aligned assessments of high school core content (Partnership for Assessment of Readiness for College and Careers, and Smarter Balance assessments, high school end of course and exit exams)
- Performance on career and portfolio assessments

Post-secondary Access and Enrollment

- Free Application for Federal Student Aid (FAFSA) and post-secondary applications completed
- Post-secondary program enrollment

³⁰ Bloom, Todd Ph D. (2010). *College and Career Readiness: A Systematic p-20 Response*. Hobson Press, 2012.

- Employment application completion
- Internship or employment opportunity acceptance

Post-secondary Success

- Post-secondary education graduation certificate
- Post-secondary training certificate
- Earning wage in “middle-skills” (jobs that require an associate’s degree, a vocational certificate, on-the-job training, or some college) or higher skills job
- Post-secondary remediation not needed

We understand the staggering statistics around drop-out rates among students in the U.S. Research indicates that each year, over a half million young people drop out of high school, and the rate at which they drop out has remained the same over a 30-year period, even as spending on education has increased significantly³¹. Our goal is simple- when addressing drop-out-rates prevention. Students who struggle in middle school become higher risk for dropping out as they transition to high school. Met Tech’s integrated CTE programs are an effort to re-engage students and become proactive with interventions and targeted support for those identified students.

Upon identification, students will be assigned to in-school interventions and supports such as monthly On-track Check-Ins, Homebound Services and virtual course recovery. The team will work collaboratively with parents and community supporters to provide added assistance to students who are identified as at-risk of dropping out.

1.7 Assessments

A. Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s chosen curriculum, performance goals, and state standards.

The School addresses four components of data driven instruction:

1. Culture
2. Assessments
3. Analysis
4. Action

The use of student assessment and performance data is vital to the culture of the School, as evidenced by the Education Model, a continuous improvement process that is not only used to improve student learning and achievement but is also used to evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action is indispensable for increasing student achievement.

It is deeply embedded in the school's culture and is a top priority for school wide improvement. Each school leader uses a simple but highly effective yearly data calendar, which

³¹ Heckman & Lafontaine. (2007)/

they display publicly and refer to constantly, so that everyone in the school community—including students and families—knows when important steps in the data cycle will take place.

The School Principal will carve out time for the assessment, analysis, and action, through scheduled data chats with mentor teachers and administration as well as any professional development teachers need to succeed in each part of the cycle. (*Fenton and Murphey, 2010*). With the Guaranteed and Viable Curriculum at its core, the School will administer assessments as outlined above and follow administration with in-depth analysis to establish current baseline levels of mastery of specific skills and identify specific areas of need for all students.

Teachers use the data from the benchmark process and Tennessee Assessments for Instruction in Reading to differentiate instruction of specific skills through various instructional and regrouping strategies in order to ensure that individual student needs are addressed; this is data-driven instruction. To evaluate student learning and the effectiveness of instruction, the teacher will give students formative assessments on those specific skills. After itemized analysis of each assessment, the teacher reports feedback to students and parents verbally as well as through the Charter Schools.

Met Tech will be used to update the students' Personalized Learning Plans. Based on the results of the assessment, the teacher then decides to either re-teach specific skills not mastered or go back to baseline assessment in order to activate students' background knowledge on the new skill to be introduced. Continual monitoring of student progress will also be provided by administering the benchmark tests throughout the school year, with the first administration being a pre-test to establish a baseline and the last administration being a post-test to determine academic progress achieved. This test is also administered periodically, providing teachers with an updated evaluation of student learning on specific skills.

Diagnostic Assessments

When a student enrolls at Met Tech, they will participate in a one week orientation during which they will learn about school culture, learn competency-based language, learn about achievement benchmarks and develop their individualized learning plan. During that week, every student will complete a series of computer-based adaptive assessment, administered to generate baseline data about students' academic levels. Students will complete a survey to collect data on non-academic dimensions, including student work habits, learning styles, attitude towards school, and career interests.

The fundamental purpose of assessment at Met Tech is to gather accurate and timely data so that informed decisions and appropriate actions may be taken to maximize student learning. This process is critical to providing students with a rigorous and supportive educational experience. Without an accurate understanding of each student's academic and social needs, teachers can neither diagnose, challenge their students, nor scaffold their learning experiences.

Formative Assessments

Met Tech places the utmost emphasis on formative assessment practices that inform daily instruction. Multiple formative assessments will be embedded within teachers' daily lessons. Met Tech teachers will conduct formative assessments in a variety of forms at regular intervals within

each unit of study- including quizzes and tests, process rubrics for projects and labs, on-demand writing assignments, teacher conferences or observations- depending on the concepts and skills being assessed. These assessments will provide a wealth of data that will inform decisions about how to best support student learning.

Summative Assessments

Met Tech will use summative performance assessment data gathered at the end of units of study, in a variety of forms, including published pieces, written exams, laboratory reports, presentations, and other standards-aligned, project-based performance tasks. With all comprehensive performance tasks, students will be provided with both detailed explanations of the assignment and appropriate scaffolds and supports, including clear rubrics, exemplars, and student materials, to assist them in meeting transparent yet rigorous academic expectations.

To conclude each nine-week period, students will take internally devised CCSS-aligned examinations. Met Tech students will also be evaluated based on TN-Ready assessment results, including the ACCESS summative assessment for ELL students. At year's end, each Met Tech student will conduct a Roundtable Presentation. The Roundtable presentations will allow students to present self-selected class assignments reflecting their learning year to an audience of school staff, peers and community members who will assess their presentation using an established rubric.

B. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, sub-groups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement.

The PLC will design a Progress Monitoring Plan (PMP) that is designed to provide students, parents, teachers, and administrators with specific academic intervention information all students who performed at or below the 25th percentile on the standardized test; the PMP lists students' areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading, mathematics or science.

Each student meeting the criteria above must have a PMP. The PMP must also be reviewed by all stakeholders after at least 9 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area. PMP will provide the School's teachers and administrators student data that identifies the lowest 25% in their school from the Benchmark Test, and individual student TN Ready scores. The lowest 25% in reading is generated in order to assist teachers in targeting students who need remedial instruction. This is not meant to identify the lowest 25% in the school grade calculation but is meant to identify students who need academic support.

The Benchmark Test is given within the first month of school, allowing for individual student strengths and weaknesses to be identified quickly and a Progress Monitoring Plan generated in order to make sure classroom instruction is geared toward meeting the needs of each student. This allows students, parents, teachers, and administrators to reevaluate individual students' academic achievement in a more time efficient manner.

Recognizing areas of strength and weakness in a timely manner is vital to making sure students have enough instructional and practice time to solidify their understanding before reassessment occurs. If a student should need multiple specialized plans, such as Progress Monitoring Plans, Individual ELL Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

Student assessment and performance information will be shared with students and parents in multiple ways. Teachers will update Personalized Learning Plans and/or Progress Monitoring Plans as well as reflect data on the report cards, and discuss student progress via student/teacher and teacher/parent Data Summits and the Student Information System.

Accountability- The PLC team Met Tech will utilize the state's assessments in addition to pre- and post-assessments as the foundation of the accountability program. The program includes assessments in reading, math, science and writing. Student achievement data is used to report educational status and annual progress for individual students. The assessments will measure student performance on selected benchmarks in reading, science, and mathematics as defined by the State ESSA plan.

C. Identify the person(s), position(s), and/or entities that will be responsible and involved in the building testing coordination.

The Met Tech approach is the PLC approach working collaboratively to focus on gathering data, interpreting the data, and disseminating the data to make informed decisions to be taken to maximize student learning. This process is critical to providing students with rigorous and supportive educational experience. Without an accurate understanding of each student's academic and social needs, teachers can neither diagnose, challenge their students or scaffold their learning experiences.

D. Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community.

Teachers and academic leadership will use assessments in its various forms to design lessons and units, revise pacing, differentiate the learning, remediate and enrich skills or content through corrective instruction, pair/ group students, select students for interventions or referral, assess professional growth and progress, and communicate with students, families, and community members.

Instructional leaders will use assessments to design, review and revise curricula, evaluate teachers and instructional methods, and make decisions about professional development and assess its efficacy.

Assessments will be used to inform decisions about student promotion and determine school progress toward student achievement goals. Assessment data will influence partnership agreements between Met Tech and external contracting entities as well as assist in sculpting personalized learning plans for students. Met Tech's governing board will use overall student academics and social data to assess and evaluate the performance of Met Tech's staff, refine

policies and procedures, and monitor progress towards achieving the mission and accountability goals of the school.

E. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The PLC will form a data collection component. Met Tech will contract a data analyst to establish the data assessment parameters, establish benchmarks, determine what social data to collect, past academic performance, and other pertinent information. The standard assessments will be formative and align with the state's standards. They will be designed to evaluate whether a student has or has not mastered a specific standard at the lowest level that it was taught. Each grade level assessment will align with the Guaranteed and Viable Curriculum.

F. Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

Baseline achievement data will be collected from Tennessee's Reporting Network, the previous year's scores, and Charter Schools Tennessee Assessments for Instruction in Reading and numeracy diagnostic assessments.

This data will be used to generate the Personalized Learning Plan, which is created with all stakeholders (administration, student, and parent) compiling prior rates of academic progress in order to identify students' current strengths and areas of need to effectively target instruction. The district will provide the School, prior to the beginning of each school year and upon request during the school year, all student performance data electronically (in .txt, .csv, mdb, or .xls format) and cumulative records for all incoming students.

Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student via the Student Information System. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about instructional focus and strategies to best meet the needs of each student.

G. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.

Personalized Learning Plans

All students will have a Personalized Learning Plan. The Personalized Learning Plan is designed to track an individual student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning, at a specific grade level. The Plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement.

The student's teacher will consider the following information when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment.

- The results of any achievement testing.
- Examples of the student's work.
- A written or oral statement from the student about what they like to learn and a parent statement about how their child learns best (e.g., in a quiet place, working in groups, etc.).
- Reports and observations from the student's teachers.
- Information and suggestions from the student's parents.

The teachers will be trained on the use of the Personalized Learning Plan. Administrators and teachers will compare the data within the Personalized Learning Plan with students within the county in comparable populations.

Based on the instructional implications of the data, teachers will differentiate instruction to remediate any skill deficiencies and provide enrichment to extend learning for students who demonstrate mastery. The Education Team and school leadership will use baseline data to identify professional development needs for the school and school-wide instructional goals.

1.8 School Calendar and Schedule

A. Provide the annual academic calendar for the school as Attachment A

B. Explain how the annual academic calendar reflects the needs of the academic program.

The school day for Met Tech begins at 7:30 a.m. until 3:30 p.m. daily. This extended time allows for adequate time to learn in each subject. This gives teachers more time to teach. See 9th and 12th grade sample schedules. This also gives teachers more planning time which enables teachers to create with more robust, interesting lessons for students. Met Tech's school year will run 180 days with appropriate student breaks and professional development.

Met Tech will offer ***Optional Evenings*** two days per week. Optional Evenings will allow students to receive additional academic support and assistance with homework assignments. Students will be provided a snack at Optional Evenings. Optional Evenings begins at 4:00 p.m. until 6:00 p.m. Optional Evenings is available to all students at all grade and academic levels. Parents/ guardians are encouraged to volunteer for Optional Evenings as assistants to students and the teacher facilitating the program.

Met Tech will offer ***Summer School*** in Year Two. Summer School will allow students an opportunity to re-take failed courses. Seniors may also utilize Summer School for additional college and career support. Seniors may utilize Summer School for preparation for national industry standard exams.

Youth Court Sanctions are held at the end of the school day. Once a student has been sanctioned by the Youth Court, they, along with parent or guardian are required to attend a 6-week behavioral modification program. During the 6-week program, students engage in the Interactive Journaling for corrective behavior along with Restorative Justice.

In the ***Restorative Justice Component***, those affected parties have the opportunity to collectively define the impact and determine steps to make things as right as possible for everyone-the person(s) harmed, the person(s) who harmed others and the broader community. Restorative Justice takes incidents that might otherwise result in punishment and finds opportunities for students to recognize the impact of their behavior, understand their obligation to take responsibility for their actions, and take steps towards making things right.

C. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note: the length of the school day including start and dismissal times.

Students will be scheduled for 6-7 classes per semester. Students choosing a CTE program will begin their CTE programs in the 11th grade. All classes run 50-minutes with a 30-minute lunch. During 11th and 12th grade years, classes may be on an applied block schedule to allow ample time for both core and CTE classes along with requisite CTE labs.

D. Explain why the above schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.

The calendar for Met tech has been developed to provide multiple opportunities for students to experience academic and social success as well as opportunities to explore the CTE programs. (Sample School Calendar Attachment A)

Met Tech will offer an extended day and extended year in academic year 2 for students and staff. Met Tech will experience a 180-day academic year. This time allows for targeted literacy and math instruction, as well as science, social studies and enrichment courses (music, art, health and wellness, etc.) Research reveals over time that providing additional instructional time has a positive impact on student efficacy, socio-emotional wellness, and academic achievement.

The design team developed a calendar similar to that of the Shelby County Schools district. Met Tech has aligned its start dates closely to those of the District. Students and staff will operate on a 9-week schedule allowing every opportunity for efficient and effective cycles of learning and support for the school and ample communication and engagement of families and the community.

Student and staff schedules have been designed to amplify the academic and social impact of the Met Tech experience. The CTE programs and Daily Rap are integrated throughout the core content courses. The student school day is 8.0 hours per day (9.0 hours if a student needs tutoring, participation in school clubs or mandated to after school behavior services).

Sample 9th Grade Student Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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		7:30- 3:30	7:30 –3:30	7:30-3:30	7:30-3:30	7:30-3:30	
1	7:30- 8:00	Daily Rap	Daily Rap	Daily Rap	Daily Rap	Daily Rap	
	8:00- 8:50	Discovery & Career Exploratory	Discovery & Career Exploratory	Discovery & Career Exploratory	Discovery & Career Exploratory	Discovery & Career Exploratory	
2	8:55- 9:45	English 9	English 9	English 9	English 9	English 9	
3	9:50- 10: 40	Algebra I	Algebra I	Algebra I	Algebra I	Algebra I	
	10:45- 12:00	Lunch 10:45-11:15	Lunch	Lunch	Lunch	Lunch	
4	11:20-12:30	Pre- AP Biology	Pre-AP Biology	Pre- AP Biology	Pre-AP Biology	Pre-AP Biology	
5	12:35- 1:25	U.S. History	U.S. History	U.S. History	U.S. History	U.S. History	
6	1:30- 2:20	Health & Wellness	Health & Wellness	Health & Wellness	Health & Wellness	Health & Wellness	
7	2:25- 3:15	Public Speaking	Public Speaking	Public Speaking	Public Speaking	Public Speaking	

Sample 12th Grade Automotive Tech Student Schedule

Period	Time	Monday 7:30- 3:30	Tuesday 7:30 –3:30	Wednesday 7:30-3:30	Thursday 7:30-3:30	Friday 7:30-3:30	
1	7:30- 8:00	Daily Rap	Daily Rap	Daily Rap	Daily Rap	Daily Rap	
	8:00- 8:50	*LAHS Boot Camp	LAHS Boot Camp	LAHS Boot Camp	LAHS Boot Camp	LAHS Boot Camp	
2	8:55- 9:45	Calculus	Calculus	Calculus	Calculus	Calculus	
3	9:50- 10:40	Spanish II	Spanish II	Spanish II	Spanish II	Spanish II	
4	10:45- 11:35	Entrepreneurial Skills	Entrepreneurial Skills	Entrepreneurial Skills	Entrepreneurial Skills	Entrepreneurial Skills	
	11:40- 12:10	Lunch	Lunch	Lunch	Lunch	Lunch	
5	12:15- 1:25	English 12	English 12	English 12	English 12	English 12	
6	1:30 - 2:20	Engine Repair Techniques	Engine Repair Techniques	Engine Repair Techniques	Engine Repair Techniques	Demonstration of Engine Repair	Automotive Internship
7	2:25- 3:15	Senior Project	Senior Project	Senior Project	Senior Project	Senior Project	

* LAHS Boot Camp- Life After High School Boot Camp- This program provides high school seniors with life skills, career coaching and preparation, transition for all students including those with disabilities, and other exploratory options.

E. Describe a typical school day for a teacher and a student during the school's first year of operation.

On Monday, Student A, a freshman arrives at 7:30 a.m. His/her first class of the day is Daily Rap for 30 minutes. His/her second part of the first class is Discovery and Career Exploratory for an additional 50 minutes. Student A will take two more classes before a 30-minute lunch break. During lunch, Student A may choose to purchase a meal from an onsite

vendor or take the lunch brought from home to a quiet space in the Internet Café/ Common Area for a lunch break. The ease of movement and the opportunity for collaboration is an asset. After lunch, Student A has four more 50-minute classes and then leaves for home or Optional Evenings.

F. Describe any proposed extra-curricular or co-curricular activities or any other student focused programming the school will offer; when will they begin, how often will they occur, and how will they be funded?

Met Tech will offer CTE programs in Automotive Technology, Computer Programming, Computer Servers and Network Technology, Architectural Design Engineering and Pre-Med. The programs of study are designed to educate students with specific practical skills that are in use today in a wide variety of employer organizations. The programs of study blend traditional academic content with applied learning concepts, with a significant portion devoted to practical study in a lab environment. Student professional experiences and project-based learning are used to prepare students to apply skills in a variety of career-focused positions related to their field of study. Additional career programs can be added based on enrollment and interest. Part of the CTE program will be funded through corporate sponsors, foundations and grants.

The learning environment will be a mix of classroom instruction with technology providing the foundation for learning and practice of skills learned. The internships are actual work engagements with external organizations in the students' program of studies that are a key component of the education plan and school design. The CTE classes will include lab practices.

Met Tech will not offer extra-curricular activities until Year 3. However students may participate in any of the school clubs or may organize clubs that would support and reinforce their academic pursuits. These clubs would be organized based on student demand. The school clubs are listed in the *Parent-Student Handbook*.

Sample Pre- Med Curriculum- Biology Major (* Students enrolled in the Pre-Med program will earn their CPR/ BLS certification. They will also learn venipuncture techniques. Students enrolled in pre-med may also enroll through the South West Tennessee Career College Dual Enrollment track to earn college credits.

The typical pre-medical requirements include the following, although the American Association of Medical Colleges (AAMC) recognizes that undergraduate course offerings differ by institution:

- 1 year of general chemistry with labs
- 1 year of general biology with labs
- 1 year of organic chemistry with labs
- 1 year of physics with labs
- 1 course in biochemistry with a lab
- 1 course in calculus and/or statistics

Fall

Spring

First year

Chem 125
Chem 201 (lab)
Biol 121
Core
Symposium

Chem 250
Chem 202 (lab)
Biol 221
Core
Symposium

Second year

Chem 251
CHEM 203 (lab)
Math
UDS*

Chem 255
Chem 205 (lab)
Math**
UDS

Third year

Biochemistry (and CHEM
3XX***, BC major)
Physics
UDS

Physics
UDS

Senior year

UDS

UDS

* UDS = upper division science [upper division sciences begin in second year for Bio majors]

** a second math depending on major

All courses taken by a student will be reflected on the student transcript. The grades will be consistent with the Grading Policy. The transcript is the official academic record of courses and credits completed by the high school student.

G. If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs? Met Tech will not offer Summer School until Year Two.

Student and staff daily schedules have been designed to also amplify the academic and social impact of the Met Tech experience. The CTE integrated concepts are integrated throughout the core content courses. The Met Tech team has designed student schedules that we believe will maximize the use of time throughout the school day as well as provide multiple opportunities for students and staff to flex their mind muscles while engaging in rigorous academic and non-academic experiences. Specific enhancements, modifications, and strategies that make Met Tech Schedules unique are demonstrated in the sample schedules above.

1.9 Special Populations and At-Risk Students

A. Provide a detailed, comprehensive plan on how the school will serve students with special needs, including but not limited to those with federally recognized disabilities, students with Section 504 Plans, English Language Learners, students identified as intellectually gifted, and students at risk of dropping out.

Met Tech is highly committed to providing all students with access to a rigorous and high-quality educational experience. We will operate on a full-time inclusion model fully integrating students with disabilities and English Learners into traditional classrooms. Met Tech will utilize a process based on the student's response to scientific, research-based intervention (RTI), consistent with comprehensive evaluation procedures.

The RTI model provides high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. RTI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning levels of intensity of all students. This includes multiple tiers of evidence-based instruction service delivery, a problem-solving method designed to inform decisions at each tier of service delivery. Initial screening assessments are used to identify students who need additional learning opportunities and academic interventions in order to achieve required benchmarks. After the initial screening assessment, those students who are identified as low-performing or possess skill gaps will receive intervention in accordance with their tier level.

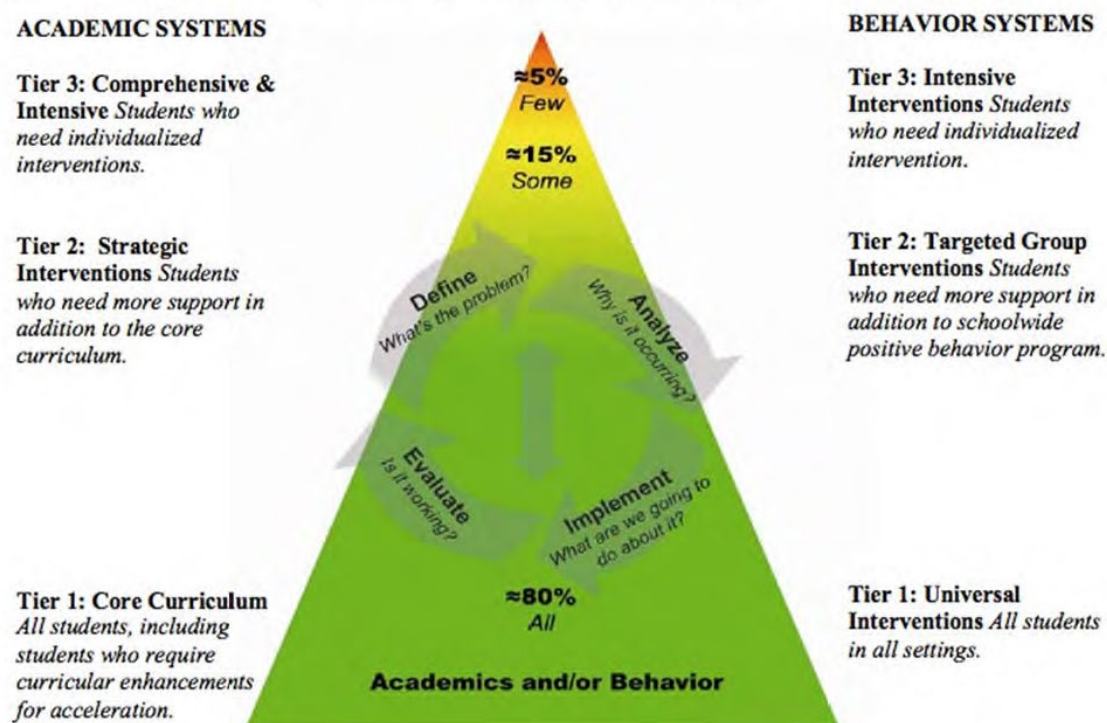
The Behavioral Education Support Team will work closely with the SPED instructional staff and ELL instructional staff to coordinate services and supervise instruction for all special student populations. This, in accordance with the RTI requirement of the IEDA Act 2004, which requires a school to identify whether appropriate instruction was made available. All screening data is reviewed by the Behavioral Education Support Team and the SPED team.

Support Services for Students with Disabilities

Students identified with needs for interventions specifically to address the deficit area, will begin with Tier 2 Interventions of the RTI by setting a baseline in the deficit area then setting goals for improvement. Once decided upon, the teacher teaches the intervention according to the adopted plan continually monitoring the student's progress and using the resulting data to make instructional decisions. Tier 2 interventions includes evidence-based learning strategies such as small grouping peer tutoring, providing targeted instruction throughout the week, extended practice in the deficit area, and supplemental evidence-based materials. Included within instruction is data collection and then providing ongoing and systematic corrective feedback to students. Once Tier 2 is complete, including all progress monitoring pieces, and a student is not responding to the intervention, then a student is moved to Tier 3. Individual attention to the diagnostic needs of students requiring remediation is still necessary at this time following all interventions necessary. The student will be referred to the Response to Intervention Team, which will begin by reviewing the data collected as part of Tier 1 and Tier 2 interventions and then establishes new interventions that are agreed upon by the team consisting of Behavior Specialist, IEP specialist, SPED Team, teacher(s), parent(s), and the student. At this point of implementation of all interventions is not successful, the school clinical social worker may be added to the team to determine the appropriateness for distributing the Exceptional Student Education (ESE) packet and to administer additional assessments. The IEP team will determine the student's eligibility for ESE services. The placement in ESE services is designed in the least restrictive environment.

To ensure fidelity to in the RTI and ESE procedural requirements and programming, professional development will be conducted at the school for all administrators and educators. Further, professional development will continue throughout the year, and it will include evidence-based instructional strategies and classroom management training. In other words, professional development sessions are primarily designed to equip teacher with all of the tools needed to ensure students' academic and social achievement.

Figure 1: Three-tier model of school supports incorporating the problem-solving process.



Differentiated instruction, based on instructionally relevant assessment, is essential. Therefore, the most critical resource for assisting remedial students will be the classroom teacher. Using the Educational Model and data collected from our classroom, school, and state assessments gives the teacher the ability to work with all stakeholders in developing an effective plan for covering learning gaps.

Programs for Comprehensive Intervention that meet the state's rigorous guidelines for scientifically-based interventions will be measured according to program guidelines. Classroom teachers remain in continual contact with all stakeholders by updating the Personalized Learning Plan, using data, ongoing progress monitoring, and benchmark testing results. Teachers collaborate with a mentor teacher to continue the process, while devising and executing a successful plan for the remedial student.

Involving and engaging parents and students in a collaborative manner, is critical to successful implementation. Initiating and strengthening collaborations among the school, home

and communities, provides the basis for support and reinforcement of students' learning.

Met Tech will use the research of Robert J. Marzano (2003) on effective schooling as the basis for the educational programs. Marzano provides a framework for creating schools that positively affect student achievement. He has categorized thirty-five (35) years of effective school research into three general factors that influence student academic achievement: (1) school-level factors, (2) teacher-level factors, and (3) student-level factors. This research provides remarkably clear guidance as to the steps schools can take to be highly effective in enhancing student achievement.

B. Describe the extent to which one or more of the founding school team members has experience working with special populations. If no founding school team members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Members of the Founding Group do not have experience working with special populations. We will be utilizing a pre-opening checklist to ensure critical staff are vetted and hired approximately seven (7) months prior to the first day of school. The Founding Group will be responsible for the implementation of the programs and subsequent opening of the school.

The group will hold an in-person meeting or conference call with the school's board chair, school leader (if identified), start-up coordinator, and Education Service Provider ("ESP") representative (if applicable). During the call, Met Tech staff will walk through the Pre-Opening Checklist and describe the specific requirements for completing each item.

The following persons must be present for all or part of the Pre-Opening site visit:

- Board Chair • School Leader • Financial Manager • Operations/Business Manager or Start-up Coordinator • Representatives from the ESP • and additional Leadership Team members.

Table ____ demonstrates the pre-opening checklist.

C. Describe the school's plan to have qualified staffing adequate for the anticipated special needs population and how the daily schedule, overall staffing plan and support strategies (i.e., service providers, nursing, and educational assistants) will meet or be adjusted to the diverse needs of the students.

The ESP will be knowledgeable of the placement and service delivery of student with disabilities. Appropriately certified teachers will serve students meeting the eligibility criteria for special education in our educational program, as specified in the students' Individualized Education Program (IEP). Based on the enrollment of students with disabilities, Solutions Tree, a professional development company will hire and train the appropriate number of teachers/ para-professionals, to ensure adherence to the Federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being implemented.

The School will include among its staff, teachers who will be gifted certified/endorsed and who will participate in staff development opportunities with the schools so that guidelines and procedures established by the LEA district are implemented and followed. Additional services such as speech, language therapy, occupational therapy, and physical therapy will be provided through a contracted vendor.

For specific information regarding the staffing plan for the School refer to the budget documents. The School will provide a comprehensive professional development program for the teachers, but the school will also participate in the necessary training provided by contracted vendors for data systems, compliance, reporting, and implementation of necessary Exceptional Student Education services.

Ongoing professional development, either within the school or by outside consultants, for the implementation of RtI² will be provided for the continuous improvement of interventions provided to all students.

D. Explain how the school will utilize and evaluate data to inform instruction and evaluate academic progress for students with disabilities, English learners, at-risk students, and gifted students.

Evaluation: To evaluate the efficacy of the school's special education program, the Director of Clinical and Support Services and Director of Curriculum and Instruction will (1) meet regularly to review disaggregated data from interim and other assessments that indicate whether students are meeting established targets; (2) conduct programmatic audits, using the SST's meetings logs and minutes to ensure that all services are compliant with state, federal and school guidelines; (3) solicit feedback from teachers regarding the value of the training, materials, and resources received in meeting the needs of their special education students; (4) collect information from students, parents, and families through surveys, meetings, and other communications relevant to their satisfactions, questions, and comments about the quality of RTI and special extending services and/or exiting students based on performance to determine next steps in extending services and/or exiting students from special education services. (5) Met Tech will also establish a well-articulated complaint process and response protocol and conduct exit interviews in the event a special education student withdraws from Met Tech.

Support Services for Students at Risk of Academic Failure

Our goal is to efficiently and effectively identify our at-risk students in an effort to move students to the next level. Staff will be fully trained on the RTI processes and structures to become better prepared to meet the needs of the students we serve. The Coordinator of Clinical Services will meet with all staff to outline the following protocol for identifying at-risk students and creating effective intervention plans. During weekly Check-Ins and Instructional Leadership Team meetings, at risk, students will be identified by the Director of Clinical Services, assigned social worker and key instructional staff through written referrals. The referrals will identify specific areas of concerns based on a variety of data sources, including interim assessment reports, grades and progress reports, classroom observations, anecdotal reports, attendance records, and individual discussions with parents and students. Staff will identify possible causes

and contributing factors and then co-develop intervention plans with timely and measurable goals, including recommendations for RTI and RTI2 services.

Support Services for English Language Learners

Met Tech's mission of the schools English Language Learner (ELL) program is to successfully prepare and equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. In order to promote both literacy and proficiency, the ELL program is not only tailored to each student's English proficiency level, but it also complies with state and federal requirements by providing ELL with English language development instruction that is both age and grade appropriate. ELLs will be in a climate that promotes listening, speaking, reading, and writing skills.

Students in the ELL program will receive comprehensible instruction from ELL certified/endorsed instructional staff, in accordance with the policies and procedures of the State of Tennessee.

Enrollment Procedures

ELLs are identified through the registration process via a Home Language Survey. Parents who respond affirmatively to any of the questions on the Survey signal, in essence, that their student is a potential ELL. The student is then referred to the English of Speakers of Other Languages (ESOL) liaison of language screening. Parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL Program. The student is then referred to a trained language assessor at the school, within twenty (20) days of registration. The school will follow the SCS ELL plan to ensure students are assessed in a timely manner. The ESOL designee at the school will then be responsible for administering ESOL program reading/writing assessments. If the assessment is delayed beyond the twenty (20) day period, the following documentation must be provided for each student:

1. Reason for the delay in assessing the student
2. Evidence that the student is being provided ELL accommodations until the assessment is complete
3. Timetable to complete the assessment
4. Notification of timetable to parent/guardian, preferably in their primary language
5. Assessment to be completed no later than eight weeks (40 school days) after initial enrollment

Assessment Procedures

The ESOL Resource Teacher and/or Bilingual Education Paraprofessional will test the students. Grade the assessments and record the data.

Students who score as fluent English-speakers on the listening and speaking test do not qualify for ESOL program services, unless recommended by the ELL Committee. Those students are placed into regular mainstream classes. The initial testing documents for students who do not qualify for ESOL services are stapled to their registration form and filed in their cumulative folders. The data processor or person responsible for ELL data entry enters the oral category on

student's demographic screen to indicate that appropriate language assessment has been completed.

Students who score limited English proficient on the listening and speaking test, will qualify for the ESOL program services. Students scoring as fluent English-Speaking on levels 4 or 5 (D or E), based on the Listening and Speaking (Aural-Oral) assessment (LAS-O) results, are administered the LAS Reading/ Writing Assessment. The state-approved LAS Reading/ Writing (LRW) norm-referenced test is used to measure English reading and writing proficiency. The results help to determine program eligibility. Any student scoring below 142 on the LRW is eligible for ESOL services. Those scoring above 142 are considered English proficient unless otherwise recommended by ELL Committee.

The ESOL resource teacher first reviews the roster of assigned students who have scored proficient on the listening and speaking assessment and then administers a reading and writing assessment, within a year of the listening and speaking assessment.

To guarantee that the reading/writing test is administered within one year of the aural/oral test, the following procedures are implemented:

- Reading and writing subtests are administered to identified students.
- The testing is completed with twenty (20) days of the identification of the student. The district ESOL program staff informs Met Tech's ESOL contact of the results so that appropriate student placement can be made and the school staff can complete the database.

The assessment instruments used will follow the established guidelines and procedures of the district. Met Tech will also utilize the Comprehensive English Language Learning Assessment (CELLA) to measure the growth of students classified as ELL students.

Instruction

In order to promote both literacy and proficiency, the ESOL program will provide ELLs with English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELLs will be in a climate that promotes not only listening, speaking, reading and writing skills, but also a cross cultural understanding during classroom instruction. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers. Met Tech offers the English Language Learner (ELL) instructional services through an English Immersion program of mainstream/ inclusion instructional delivery models.

Mainstream/ inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modification to the curriculum. Instruction is supported through the use of ESOL instructional strategies, such as but not limited to:

- Provide a climate of warmth and caring which nurtures a sense of comfort
- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare the students for any changes
- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to

present information to students

- Provide ESOL students guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Modify your lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Teach math concepts and computation procedures
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

In addition, the curriculum, textbooks and other instructional materials such as supplemental materials used by ELL students are comparable to those used by native English speakers. Met Tech will also utilize state adopted language proficiency texts to enable teachers to instruct students on their current level of language proficiency. This allows teachers to assign grades in English/language arts, communication skills and reading/writing levels according to the language proficiency. This allows teachers to assign grades in English/language arts, communication skills and reading/writing levels according to the language acquisition stage at which the student is operating. This grading on the appropriate language development levels, provides optimal opportunity for promotion using a variety of instructional sources.

ELL students will work with their teachers on creating and maintaining a PLP to track the student's progress. The PLP will be used to show the areas of success and growth that the student maintains. It further identified the type of help needed to equip the student with the ability to achieve high standards of proficiency and to comprehensively communicate in English. In addition to ELL students will be referred to Tier 2 of RTI, where the RTI School Based Team will meet to discuss interventions and strategies to support the ELL student continued academic success. The ESOL strategies will be document in the teachers' lesson plan and in the student's PLP and EL L folder. The effectiveness of these ESOL strategies will be determined by teacher observations, administrative classroom walk throughs, data summits, and ESP fidelity checks.

E. Describe the following related to special education:

- ***Methods for identifying students with special needs and avoiding misidentification;***
- ***How the school will handle over-identification of special education needs;***
- ***Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for special needs students;***
- ***Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation; and***

- ***Plans for promoting graduation for students with special needs (high school only).***

When general education interventions have been implemented, with indications that a student should be considered for ESE eligibility, a group of qualified personnel must consider if the nature or severity of the student's areas of concern makes the general education intervention procedures unsuitable in addressing the immediate needs of the student.

As affirmed in the Shelby County district's Policies and Procedures Manual, the determination of whether a student demonstrates a need for specially designed instruction and related services and meets the eligibility criteria must be made by the student's parents or guardians and a group of qualified professionals, which must include, but are not limited to, all of the following:

- The student's general education teacher; if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her chronological age;
- At least one person qualified to conduct and interpret individual diagnostic examinations of students, including, but not limited to, a school psychologist, speech language pathologist, or reading specialist; and,
- The district administrator of exceptional student education or designee.

The School will document the students' data in order to demonstrate that the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general education settings. If a parent requests that the district conduct an initial evaluation prior to the completion of the general education interventions, the School will obtain consent to conduct the evaluation and complete the general education interventions concurrently with the evaluation but prior to the determination of the student's eligibility; or provide the parent with written notice of its refusal to conduct the evaluation.

The School will work with the district to ensure that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) of which the student is in attendance after the school district's receipt of the parental consent for evaluation. The School is aware that the 60-day timeline for evaluation does not apply if:

- The parent repeatedly fails or refuses to produce the student for the evaluation
- A student enrolls at Met Tech school served by the school district after the timeline has begun and
- Prior to a determination by the student's previous school district as to whether the student has a disability.

This exception only applies when the current school district is making sufficient progress to ensure a prompt completion of the evaluation and the parent agrees to a specific time when the evaluation will be completed. Assessments of students who transfer within the same school year

must be coordinated between schools to ensure prompt completion of evaluations. The School is responsible for ensuring that knowledgeable evaluation specialists conduct evaluations for students suspected of having a disability. Examiners must be qualified in the professional's field as evidenced by a valid Tennessee license or certificate and must have adequate training and knowledge to administer the particular assessment instrument.

Tests of intellectual functioning must be administered and interpreted by a certified school psychologist or professional licensed under State Regulations. Documentation of the interventions is then reviewed to evaluate if the strategies were successful. If the strategies were effective, the school's personnel will monitor the student on a monthly basis to ensure mastery is occurring.

If the interventions are unsuccessful, an additional set of interventions will be deployed for another three weeks. Review of these interventions is conducted. If these interventions are also deemed ineffective, a psychologist will be added to the team to determine the appropriateness of an Exceptional Student Education packet and to administer formal psychological evaluations when given parental consent.

After a psychologist concludes a formal evaluation of the student, results are given to an IEP Committee for evaluation. An IEP Committee is comprised of the minimum staff persons: the School's ESE teacher, psychologist, administrator, parent, and regular classroom teacher(s). The IEP Committee will determine a student's eligibility for ESE services based on the results of the psychologist's formative assessment. Placement of the student in ESE services will be designed in the least restrictive environment.

The IEP Committee will:

- Make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the student's IEP
- Review placement decisions annually at the IEP review meeting
- Ensure accurate placement occurs for the student based on that student's IEP and Free and Appropriate Public Education guidelines
- Review and evaluate cumulative folders of all students coming from another school to determine their eligibility status for exceptional student educational services.

Services will be provided through contracts with an appropriate agency if necessary or a School staff member will be employed having the appropriate certificate in that exceptionality. Written procedural safeguards for students with disabilities shall be given in the native language of the parent(s), unless it is not feasible to do so, in order to notify, to make aware, and/or to offer consent for any individually administered evaluation/reevaluation; any meeting scheduled to discuss eligibility and/or placement; any time a due process hearing is filed; announcements of all Individual Educational Plan (IEP) meetings; all meetings to discuss transition planning; all dismissal meetings; and any time there may be doubt or question as to procedural policy.

If the native language of the parent(s) is not a written language, the explanation of the notice must be given orally or in a manner of communication the parent(s) will understand. School personnel will ensure the parent(s) has understood the information. They will also collect written documentation that this requirement has been met. These safeguards are in place in order

to help the parents of children with disabilities to understand the rights that accompany programs for students with disabilities.

Federal and state laws regarding the protection of both the rights of the student and parent(s) including but not limited to the protection of rights related to notice, consent, independent evaluation, records, hearings, and appeals. Additionally, the parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records with the understanding that a fee may be charged for the copying of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for an exceptional student education program or used for assessment purposes.

Accountability

For accountability purposes, all students will participate in assessment procedures for students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment. Accountability for the learning of all students is the cornerstone of the School. End of Course (EOC) assessments are used to measure the achievement of individual student on the ESSA Standards Alternate Assessment will be used to measure the progress of a student with significant disabilities who are working on the ESSA Access Points.

Promotion

The results from the assessments will be used to assess progress toward the goal of all students reaching proficiency in reading, writing, mathematics, and science as required by the Federal Elementary and Secondary Education Act (ESEA); also referred to as No Child Left Behind (NCLB).

Students with disabilities are required to participate in state and district assessments for accountability purposes. The ESEA and the Individuals with Disabilities Act (IDEA) requires that students with disabilities participate in the statewide testing program and be offered appropriate accommodations in instruction and assessments. All determinations regarding participation in the statewide assessment program and need for accommodations must be documented in the students' IEP or Section 504 Plan.

Students with disabilities will receive supplemental material to ensure academic success in the CTE and rigorous high school courses. When students first enroll at Met Tech, diagnostic assessments monitor their needs to support learning and avoid failure. The assessments will focus on improved performance. The assessments strategies will include a more project-based learning with skills and portfolios. These students will be eligible for a general high school diploma. If the student enrolls in a CTE program, upon graduation, the student will earn a certificate or industry specific diploma. These students may also be awarded dual enrollment credits.

F. Describe the following related to English learners (EL) in accordance with state board policy 3.207:

- ***Methods for identifying EL students and avoiding misidentification;***

- *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;*
- *Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and*
- *Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.*

The mission of the School's ESOL program is to successfully prepare and equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. In order to promote both literacy and proficiency, the ESOL program is not only tailored to each student's English proficiency level, but it also complies with state and federal requirements by providing English Language Learners (ELL) with English language development instruction that is both age and grade appropriate. ELLs will be in a climate that promotes listening, speaking, reading, and writing skills.

Students in the ESOL program will receive comprehensible instruction from ESOL certified/endorsed instructional staff, in accordance with the policies and procedures of the State of Tennessee and the district.

Enrollment Procedures

English Language Learners (ELLs) are identified through the registration process via the Home Language Survey. Parents who respond affirmatively to any of the questions on the Survey signal, in essence, that their student is a potential ELL. The student is then referred to the English for Speakers of Other Languages (ESOL) liaison for language screening. Parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL Program. The student is then referred to a trained language assessor at the school, within twenty (20) days of registration. The school will follow the district's ELL plan to ensure students are assessed in a timely manner. The ESOL designee at the school will then be responsible for administering ESOL program reading/writing assessments.

If the assessment is delayed beyond the twenty-day period, the following documentation must be provided for each student:

1. Reason for the delay in assessing the student
2. Evidence that the student is being provided ELL accommodations until the assessment is complete
3. Timetable to complete the assessment
4. Notification of timetable to parent/guardian, preferably in their primary language
5. Assessment to be completed no later than eight weeks (40 school days) after initial enrollment

Assessments Procedures

The ESOL Resource Teacher and/or the Bilingual Education Paraprofessional will test the students, grade the assessments and record the data. Students in grades 9-12 who score as fluent English-speakers on the listening and speaking test do not qualify for ESOL program services, unless recommended by the ELL Committee. Those students are placed into regular mainstream classes. The initial testing documents for students who do not qualify for ESOL services are stapled to their registration form and filed in their cumulative folders. The data processor or person responsible for ELL data entry enters the oral category on the student's demographic screen to indicate that appropriate language assessment has been completed.

The results help to determine program eligibility for those students in grades 9-12 who scored as fluent English speaking on the LAS-O. Any student scoring below 142 on the LRW is eligible for ESOL services. Those scoring above 142 are considered English proficient unless otherwise recommended by the ELL Committee.

The ESOL resource teacher first reviews the roster of students in grades 9-12 who have scored proficient on the listening and speaking assessment and then administers a reading and writing Assessment, within a year of the listening and speaking assessment.

To guarantee that the reading/writing test is administered within one year of the aural/oral test, the following procedures are implemented:

- Reading and writing subtests are administered to identified students in grades 9-12.
- The testing is completed within twenty (20) days of the identification of the student. The district ESOL program staff informs the School's ESOL contact of the results so that appropriate student placement can be made and the school staff can complete the database.
- The assessment instruments used will follow the established guidelines and procedures of the district.
- The School will also utilize the Comprehensive English Language Learning Assessment (CELLA) to measure the growth of students classified as ELL students.

Instruction

In order to promote both literacy and proficiency, the ESOL program will provide ELLs with English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELLs will be in a climate that promotes not only listening, speaking, reading, and writing skills, but also a cross cultural understanding during classroom instruction. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers.

The School offers the English Language Learner (ELL) instructional services through an English Immersion program of mainstream/inclusion instructional delivery models. Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum.

Instruction is supported through the use of ESOL instructional strategies, such as but not limited to:

- Provide a climate of warmth and caring which nurtures a sense of comfort
- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare the students for any changes
- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ESOL students guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Modify your lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

In addition, the curriculum, textbooks and other instructional materials such as supplemental materials used by ELL students are comparable to those used by native English speakers. The School will also utilize State adopted language proficiency texts to enable teachers to instruct students on their current level of language proficiency. This allows teachers to assign grades in English/language arts, communication skills and reading/writing levels according to the language acquisition stage at which the student is operating. This grading on the appropriate language development levels, provides optimal opportunity for promotion using a variety of instructional sources, ELL students will work with their teachers on creating and maintaining a PLP to track the students' progress.

The PLP will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability achieve high standards of proficiency and to comprehensively comm. in English. In addition, all ELL students will be referred to Tier 2 of RtI, where the Response to intervention/School Based Team (RtI/SBT) will meet to discuss interventions and strategies to support the ELL student continued academic success. The ESOL strategies will be documented in the teachers' lesson plan and in the student's PLP and ELL folder. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom walk throughs, data summits, ESP site visits, and district fidelity checks.

G. Describe the following related to at-risk students:

- ***Methods for identifying at-risk students through academic and behavioral processes; and***
- ***How the proposed school will meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports that will be provided.***

Support Services for Students at Risk of Academic Failure

Our goal is to efficiently and effectively identify our at-risk students in an effort to move students to the next level. Staff will be fully trained on the RTI processes and structures to become better prepared to meet the needs of the students we serve. The Coordinator of Clinical Services will meet with all staff to outline the following protocol for identifying at-risk students and creating effective intervention plans. During weekly Check-Ins and Instructional Leadership Team meetings, at risk, students will be identified by the Director of Clinical Services, assigned social worker and key instructional staff through written referrals. The referrals will identify specific areas of concerns based on a variety of data sources, including interim assessment reports, grades and progress reports, classroom observations, anecdotal reports, attendance records, and individual discussions with parents and students. Staff will identify possible causes and contributing factors and then co-develop intervention plans with timely and measurable goals, including recommendations for RTI and RTI2 services.

The Education Model has been designed with the following set of core beliefs that:

- Students at risk can achieve at high levels through involvement in a thoughtful and caring community of learners;
- By intentionally creating a safe, caring, supportive and responsive learning community grounded in restorative practices we believe that not only will our students be motivated to attend school consistently, we believe that they will be motivated and engaged;
- Past performance is not a predictor of future success- we recognize that some of the students that enroll at Met Tech may have struggled in a traditional learning environment, we believe that providing a project-based, hands-on, with academic intervention will motivate and inspire learners to reach their potential;
- Student investment is crucial to success- Students will take ownership of their learning, make choices about how they manage their time, set clear goals, and develop work habits that will serve for a lifetime;
- Language is the medium of democracy- Citizens who are able to effectively use language are better able to advocate for themselves and their communities in a democratic system;
- Education empowers students to become active, involved, purposeful, and deliberate citizens.

The Met Tech model is specifically designed to meet the needs of students who are below grade level. The individualization of the curricula and the Personalized Learning Plan and project based learning afford the student to combine and create a learning experience in which students below grade level will thrive.

Met Tech's Global Support Team will work to secure services for students whose needs

are beyond the resources of the school. In addition, the Global Support Team serves as a conduit for services to prevent duplication of effort and children falling through the cracks. Global Support Teams include truancy intervention specialist, social workers, behavioral analyst and other key personnel who connect services to families and the school to support learning.

Response to Truancy

Met Tech's response to Truancy is an immediate response. A student is considered truant after five (5) days of unexcused absences. These days are not necessarily consecutive, they include an aggregate of five (5) days during a school year. *T.C. A. 49-6-3007(e)(1)*. Truant students will be triaged by the Global Support Team.

Through careful screening and assessment, effective systems identify needs and tailor services accordingly. Some families may require only brief and minimal intervention- a caring adult to listen and help the family navigate the issues at hand. At the other end of the spectrum are families that need intensive and ongoing support and services to resolve problems. Met Tech's response offers services that are accessible and effective. Met Tech will connect families to local services that will engage the entire family, not just the student. Met Tech will monitor the outcomes and adjust practices as needed to be effective and also sustain support for new practices.

- The school staff may make referral to the Truancy officer and any other support staff in an effort to alleviate any social, emotional or family issues that may be contributing to the student's absences.
- When a student has five unexcused absences, the Truancy officer will make referral to the Youth Court so that the Case Manager and the Youth Court can intervene with the student's truancy. Once the referral is made to the Youth Court, the parent or guardian of the student must attend court and court reviews. If the student continues to miss school and remains truant, a referral will be sent to Juvenile Court. Other mandated reporting may occur which may lead to the child's removal from the home.
- If the student has an IEP, a mandatory Manifestation Determination Review must be held to determine whether the student's absences were related to the student's disability prior to making a referral to Youth Court. If the student's disability had a direct and substantial relationship to the absences, a truancy referral to Youth Court will not be made.

Academic Intervention

Properly applying the RTI² model as a proactive intervention model will offer targeted academic support to struggling students. This model curtails the practice of too many students being inappropriately referred to special education. All teachers will participate in RTI trainings. This is a collaborative effort.

H. Describe the following related to gifted students:

- ***Methods for identifying and meeting the needs of intellectually gifted students;***

- ***Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities; and***
- ***Plans for monitoring and evaluating the progress and success of intellectually gifted students.***

Gifted learners are defined as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." (No Child Left Behind, 2002).

Students who have been identified and qualify for a Gifted Education Program each have an Educational Plan written yearly which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved.

Development of the Educational Plan process will build parent/school relationships, provide a forum for discussing student needs beyond the general curriculum, facilitating changes in instruction and classes, and determining appropriate service options. The Educational Plan is reviewed during the year to determine if a goal has been met and/or should be rewritten. An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths and weaknesses. An effective gifted education program will focus on writing goals that are high but achievable, continuously reviewed, created with student & parent input, evaluated for successful completion, and build on each student's strengths and weakness.

The School's Gifted Curriculum objectives are focused on developing cognitive, learning, research and reference, and metacognitive skills at each grade level, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education. In addition to continuously monitoring the Educational Plans of our gifted students, teachers will analyze the benchmark test results of our gifted student population each quarter. After determining enrichment areas, teachers will work with the Guaranteed and Viable Curriculum to determine instructional focus, strategies, and curriculum resources for enrichment during the six weeks between benchmark tests.

At the end of the year, several sources of data will be considered in evaluating our services to gifted students. Collected Data, Benchmark Testing Data, and classroom assessment records will be analyzed to determine areas in which our students need challenging goals and higher levels of enrichment.

1.10 School Culture and Discipline

A. Provide as Attachment B the Student Handbook and/or forms that will be provided to or required of students and families, including any "contracts" with students and parents.

B. Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school's mission, goals, and objectives.

C. Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.

Met Tech is made up of self-motivated learners in a culture that rewards achievement and supports discipline, allowing for no erosion of a focused, goal-centered, respectful environment. A counselor will keep the student informed of curricular and behavioral progress. If behavioral intervention is needed, The Early Career Academy Guidelines and Rules are in place and will be followed (Attachment B). The student will be surrounded by peers with similar goals and interests. The school layout, including common spaces, makes socialization comfortable.

The culture is built and sustained by the collaborative relationship among administration, teachers, parents, and staff. Beginning on the first day of school, students will see modeled for them a commitment to high expectations and a positive learning environment by all staff members. The school will maintain a close working relationship with the parents. On the first day of school a student assembly will be held and the Executive Director will explain the mission of the school, stress the importance of the academic program, and discuss the discipline policies. The all-school assembly will then be followed by meaningful instruction beginning with the first class on the first day of school. This will set the appropriate tone for the school year.

Positive youth development is a philosophy or approach emphasizing active support for the growing capacity of young people by individuals, organizations, and institutions, especially at the community level. The youth development approach is rooted in a commitment to enabling all young people to thrive. Research on positive youth development is clear about those things that support youth success. That research shows that youth that have physical, social, cognitive, behavioral and moral competence are more resilient and are less likely to engage in risky behaviors.

The core values of Met Tech are framed around the characteristics of community, inclusion, diversity, reflection, service and innovation. We believe that the development of these characteristics through the development of systems, and the creation of traditions and symbols will enable the group to better share the school identity using these characteristics.

Community

We will cultivate a culture of shared responsibility, interdependency, collaboration and fellowship.

Inclusion

Involving others, open to changing, flexible with the intent of bringing differences into the same space and having them all flourish, least restrictive environment, equal opportunity.

Diversity

We will celebrate the ways in which we're different in thinking, in culture in goals and experiences. The staff will demonstrate cultural competence and has empathy for the entire child. They match skills and affect to the situation in order to promote success. Cultural competence education for students will occur as well within advisory and academic coursework.

Reflection

We will challenge assumptions by always asking questions with the intent of developing a deeper understanding. Students and teachers will become accustomed to starting with why-that is a better way to connect with a topic or with a person. A mode of inquiry is how you connect and find things that interest you and pursue those things.

Innovation

We will explore all types of new and unique approaches and solutions. Students and teachers will be able to promoting new and better ideas using educational space, technology, and prior knowledge to create. All school stakeholders will be involved in constant cycle of improvement, reflection, processes, delivering more with less, which is becoming a necessity in the 21st century and students will be pushed to challenge the status quo within themselves and their studies.

D. Explain how the school culture will embrace students with special needs, including students with disabilities, English Language Learners, and students at risk of academic failure.

The School will maintain a safe learning environment at all times. The School's discipline plan is rooted in equipping students, teachers, and all other members of the school community with the tools needed to secure an optimal teaching and learning environment, thus enhancing the opportunity for exemplary academic achievement and personal development.

Met Tech will adopt an alternative Code of Conduct for discipline, suspension, dismissal, and recommendation for expulsion. The School will work collaboratively with the parents, community and the courts on severe disciplinary matters in order to ensure that the correct discipline process has been followed as well as any referrals to Youth Court.

Copies of the Met Tech's Student Code of Conduct will be distributed to each student and parent at the beginning of the school year. Additional school specific procedures will be published in the student handbook.

Teachers will attend summer professional development sessions provided by contracted vendors prior to the start of the school year. Parts of the professional development sessions are designed with a focus on understanding the school-wide discipline plan, the School's Student Code of Conduct, and classroom management. Teachers are also encouraged to attend classroom management professional development sessions, which be offered by the State where applicable.

New teachers participate in an annual New Teacher Induction session as well as in various sessions offered throughout the school year. These supplemental sessions are primarily designed to assist with classroom management. Throughout the year, new teachers have a network of support through our Teacher Learning Communities. A mentor teacher leads the Teacher Learning Communities at the School, providing support and training as well as an opportunity to share best practices. In addition, both the Teacher Learning Communities mentor teacher and new teachers receive support from a contracted Education Team through quarterly training sessions and monthly web-based video training sessions.

Below is a sampling of professional development sessions related to classroom management and student discipline that will be provided:

- ☐ What Great Teachers Do Differently: 14 Things that Matter Most
- ☐ Safe and Civil Schools
- ☐ CHAMPs: A Proactive and Positive Approach to Classroom Management
- ☐ Response to Intervention
- ☐ Exceptional Student Education Regulations and Procedures
- ☐ Positive Behavior Support Models

E. Describe the philosophy for student discipline that supports your proposed school's model, including:

- ***Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;***
- ***If not included in the discipline policy, a list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;***
- ***An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;***
- ***A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level); and***
- ***Discuss how students and parents will be informed of the school's discipline policy.***

Discipline is used to teach and guide students how to recognize and manage emotions, demonstrate care and concerns for others, develop positive relationships, make good decisions, and behave ethically, respectfully and responsibly. The full discipline process is outlined in the *Parent-Student Handbook* on pages 50-62.

Met Tech will ensure each student is treated with kindness, equity and fairness. The deans and staff will use the natural consequences that result from student behavior and behavioral interventions to help student learn from their mistakes. Met Tech will keep learning environments healthy and safe.

Kindness: When a student violates the Student-Parent Handbook, he or she will be treated with dignity and respect.

Equity: Students will receive fair and impartial consequences for their behaviors.

Fairness: Consequences will be individualized to the needs of the student, with a willingness to assist in repairing the harm. Deans and staff will consider the seriousness of the offense, the degree of harm caused, whether the act was intentional, the student's prior conduct, and the impact of the incident on the school community.

Progressive Behavior is a whole child approach to teaching students by meeting their behavioral, social, intellectual and emotional needs. Met Vo-Tech recognizes that many factors both inside and outside the school building impact our students. Our goal is to provide the support and services needed by our students and their families to address these needs and prevent a student from requiring disciplinary action.

Met Tech will implement school practices for establishing positive relationships with our students through *Daily Rap* and *Youth Court*.

Daily Rap: Students need to learn to communicate with one another in ways that help them build healthy relationships instead of records of suspensions and arrests. The Daily Rap is an intervention designed around core categories of social and emotional skills. Working in dialogue circles, teachers and staff build open communication with students so they can talk about topics and resolve issues before they escalate to violence through a process of journaling.

Youth Court: The Youth Court is a tribunal of students who have been trained to hear actual cases of offenses committed by their peers. Youth Court participants serve as judge, jury, and advocates and impose sanctions that reflect restorative justice principles. Sanctions will include community service, reflective essays, letters of apology and linkage of family and youth to community resources that promote positive youth development. Expulsions are a last resort decision. See Youth Court process below.

To help students conduct themselves appropriately, Met Tech will use the following prevention and intervention strategies that may be used prior to or in addition to any disciplinary response to student behavior. Examples of such strategies include the following:

- **Community conferencing:** Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them and to propose solutions.
- **Community Service:** Allows students to participate in an activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the elderly, etc.
- **Conference:** Involves students, parents, guardians, teachers, school staff and appropriate grade level deans in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.

- **Conflict resolution:** Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff, and deans engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.
- **Functional Behavioral Assessment:** Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.
- **Behavioral Intervention Plan:** An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies, and supports. This plan is appropriate for students with and without disabilities.
- **Individualized Education Program (IEP) teams:** Includes groups of individuals who are responsible for identifying and evaluating students with disabilities, developing, reviewing and revising IEPs for students with disabilities, Functional Behavioral Assessments and Behavioral Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.
- **Mentoring Program:** Involves pairing students with mentors (counselors, teacher and fellow student or community member) who help their personal, academic and social development.
- **Parent Outreach:** Requires school staff to inform parents or guardians of their child's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of students' behavior, task completion and achievement, and can include a request for parents to accompany students to school.
- **Peer Mediation:** A form of conflict resolution in which students help other students deal with and develop solutions to conflicts.
- **Referral to appropriate substance abuse counseling services:** Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Services can be school or community based.
- **Referral to school-based health and mental health clinics or other social services:** Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can involve family members or can be done in groups.
- **Restorative Justice Strategies:** Interventions designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation.

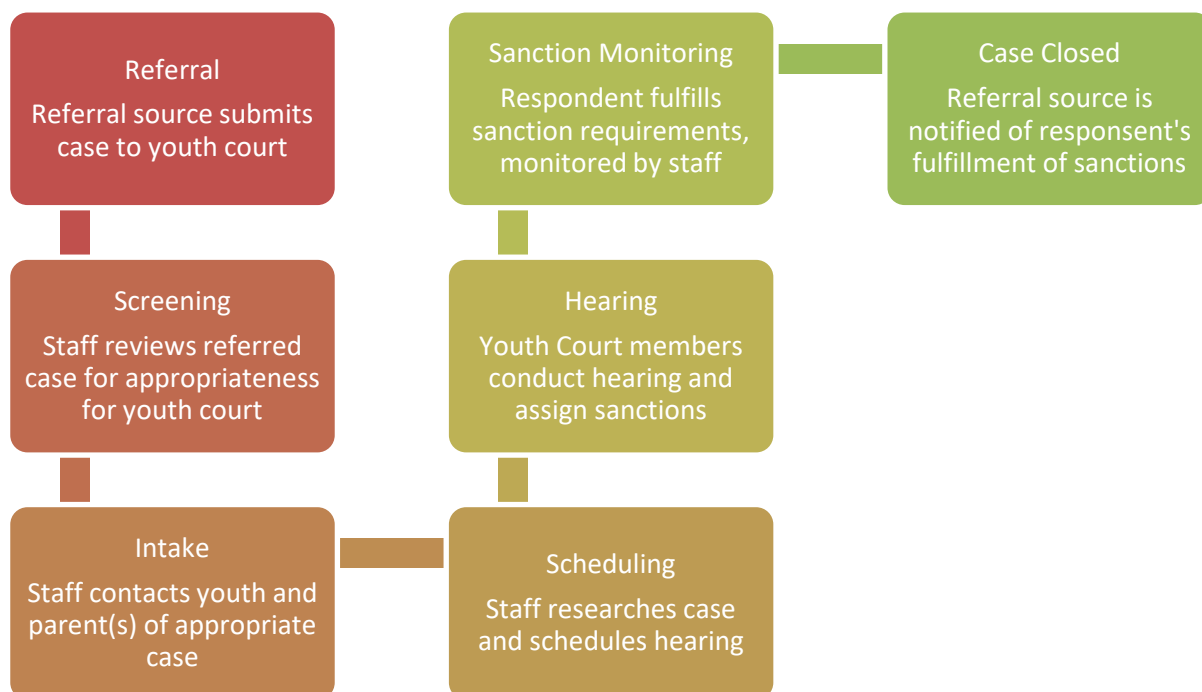
- **Student Support Team (S-Team):** Usually consists of teachers, school deans, social workers and parents and may also include nurses, mental health clinicians, psychologists, and external agency representatives who develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, the student support team develops a plan to address the behavior.

Met Tech students are held to high standards. Students are always expected to demonstrate respect for themselves and others. When students are disruptive or act inappropriately, school staff and deans and the principal are expected to respond logically, appropriately and consistently.

The Met Tech Discipline Table describe five types of behavior, increasing in seriousness from at Type 1 behavior to a Type 5 behavior. For example, a dress code violation is a Type 1 behavior while bring a firearm to school is a Type 5 behavior.

The Table also includes five levels of possible response to inappropriate behavior (Level A through E). Each behavior is assigned to one or more of these levels of intervention and response. Appropriate grade level deans and school staff should use only the levels suggested for each behavior. Responses and interventions are to be progressive. If a behavior is assigned to two or more levels of response, the lowest level of intervention should generally be used first.

Youth Court Case Development and Processing Flow Chart:



* If case is not appropriate for Youth Court the referral is returned to the referral source

Please see the Discipline Table on Page 53 of the Parent Student Handbook.

When choosing a higher-level response within the range of possible responses, an administrator must consider:

- The student's age, health, disability, decision-making ability and prior discipline history
- The student's willingness to repair the harm
- The seriousness of the act
- The harm caused or the potential to cause, including any injuries caused
- The extent of actual disruption to the learning environment
- Whether the act was intentional

The administrator must clearly document the reasons for using the selected response by citing the factors above in the discipline referral. In each case, Met Tech administrators and staff will ensure consequences applied will minimize the amount of instructional time lost. Expulsions are measures of last resort. An administrator is never required to expel a student unless the behavior is a Type 5 Zero Tolerance Offense.

F. Provide the student discipline policy as Attachment C, if not already included in Attachment B of the school handbook.

The Parent-Student handbook includes the Disciplinary Policy standards. A further expansion of the Discipline Policy has been provided in Attachment C.

G. If you plan to adopt the local district or another school's policy, explain how this policy aligns with your mission, vision, and goals.

Met Tech will use a modified version of the Davidson County Discipline Model. Davidson County utilizes the Youth Court as an alternative to suspensions. The offenders have been shown not to re-offend. The method of delivery of discipline continues the work and long-standing philosophy of Metamorphoses, Inc. in how it delivered behavior modification through other means. The program has received thousands of youth referrals from Juvenile Court. It has been an integral part of changing the lives of youth and families.

1.11 Marketing, Recruitment, and Enrollment

A. Provide as Attachment D the school Enrollment Policy, which should include the following:

- ***Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms (considering the LEA's open enrollment and lottery schedule);***
- ***Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107;***
- ***Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113;***
- ***An explanation of the purpose of any pre-admission activities for students or parents; and***

- ***Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.***

B. Describe how parents and other members of the community will be informed about the school.

Met Tech will not discriminate or restrict admissions based upon ability, race, ethnicity, sexual orientation, national origin, disability, gender, income level, or proficiency in English language. The school will advertise the open enrollment period via radio and television, through local schools, when possible, and on the school's website. Open Houses will be held to allow interested parents and students to tour the school and learn about the programs. In addition, packets of information will be provided for interested parents and students at Open Houses and on the school's website.

C. Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Understanding that the School is indeed a “school of choice,” the Governing Board recognizes the importance of marketing and recruiting to parents and students. In general, the extent or degree of marketing efforts depends primarily on the targeted population. In order to promote a neighborhood school environment, the marketing strategy starts in the immediate area and then broadens to the mass market.

Recruitment and Marketing Plan

D. Describe how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

E. What established community organizations would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand and create a “wait-list” application pool, marketing will occur to all appropriate populations (geographic, ethnic, age). Utilizing the Schools' Student Information System, applicants will be tracked and ordered appropriately. Met Tech will develop career focused campaigns marketing lifelong learning.

This method will provide an opportunity for all students applying to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels. The School will conduct a three-phase marketing campaign: Identification, Awareness and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

Phase I: Identification

First, the School will identify eligible students as identified in the Charter. Second, the ESP will identify the target recruitment area based on a detailed and thorough analysis of the area and compliance with the Charter. Some of the indicators to identify a target recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance
- Perform scientific surveys for interest areas (e.g. programs, transportation, etc.)
- Direct door mail campaigns to homes in areas where under performing schools exist

Phase II: Awareness

Beginning approximately one year prior to School opening or upon approval of this Charter Application, the School will conduct a broad marketing campaign throughout the targeted areas that educates and publicizes to the community information about the charter school movement and more specifically the opportunities and benefits available at the School. Publications and media clips will be produced as needed to match the demographics of the community.

These efforts will include, but not be limited to:

- Local print media
- Development of a school website accessible via the internet, with email options
- Distribution of brochures and flyers about the School and the programs offered
- Participation in “town hall” type meetings with local organizations
- Direct mailings and targeted Cable TV advertisements to the community
- Local television public service announcements
- Announcements in Human Resources Newsletters for area businesses

Phase III: Recruitment

Enrollment will take place until the School is fully enrolled and staffed. At this point of the marketing campaign and continuing with the above efforts, a more extensive hands-on marketing strategy will be implemented.

These efforts will include, but will not be limited to:

- Targeted Direct Mail, Cable television advertisements, Newspaper ads
- Continued distribution of brochures and flyers about the School and the programs offered
- Presentations/Information sessions to the local community, neighborhood clubs, libraries, and other organizations
- Display signs and flyers throughout the immediate and surrounding communities
- Open houses and information sessions at the School
- Information sessions and meetings at area schools classified as “overcrowded”
- Internal company email advertisements through local businesses
- Notifications and information through municipal opportunities (e.g. – notice in utility

- bills, etc.)

F. Describe what has been done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

Metamorphoses, Inc. has worked with youth and parents in Behavior Modification programming for over ten years. The consistent feedback from parents and youth to have a program that allows them to go to work shortly after high school was the demand and the catalyst for implementing this charter school model, Met Tech. Metamorphoses has provided services to thousands of children referred from Juvenile Court.

Metamorphoses surveyed business leaders about the shortage of skilled and trained workers. The responses were positive in that the various industries are in dire straits for trained, skilled employees as baby boomers are looking to retire leaving millions of jobs vacant. Some of the surveyed were willing to support the school and become community partners. Some surveyed stated that they would host field trips and internship opportunities for students to their place of business.

G. Provide the following as Attachment E:

- *Any documentation of pledged support from prospective partners; and*
- *Letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community's needs and interests.*

1.12 Community Involvement and Parent Engagement

A. Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?

Members of the Founding Group worked with a variety of corporations in the conception and planning of Met Tech who are seeking opportunities to identify, support, and develop their own workforce. The Founding Group recognizes that there are a number of STEM and STEAM models in the Shelby County School and Charter communities, Met Tech is adding the CTE component, preparing high school students to enter the work force with industry credentials and post-secondary success preparedness. Met Tech's staff and Governing Board are primarily responsible for initial and ongoing recruitment plans but will be assisted by its community partners, Susan Ewing, Tactical Magic and Obsidian in the development and delivery of the ongoing marketing and recruitment model. The members of the community partners have extensive experience working with public and charter schools.

Met Tech will continue to engage parents/guardians as the voices of Met Tech. The parent/school relationship is tantamount to the school's growth. The parent role plays a significant role in student learning as well as the accountability of the school.

The key marketing materials for Met Tech will consist of CTE program brochures, news releases, a comprehensive website with a specific focus on establishing awareness for Met Tech and implementing specific strategies and tactics that will attract parents and students to apply to attend the school. Our goal is to grow a student data base of interested students once the school year begins and to continue marketing efforts that will encourage visits to the school. Met Tech will build a reputation as the premier Vo-Tech school which will drive traffic to its website with the purpose of attracting and retaining students.

B. Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.

Parental participation is integral to the success of the school and will be solicited for the development of school goals and objectives. In addition to the role parents play in governance, all parents sign a parent obligation committing to volunteer a minimum of twenty hours per school year. When two or more children are from the same family are enrolled, parents are asked to commit to volunteering a total of thirty hours per school year. Parent volunteering opportunities are individualized to meet the needs, demands, and capabilities of the individual student/ family as they pertain to required volunteer hours.

Parental involvement is also fostered through access to information and communication provided by the school's Student Information System. Parents receive real-time updates on their child's status and are able to engage in two-way communication with school administrators and teachers.

During orientation, parents will complete an assessment. This allows us to get to know the family so that the school is aware of any barriers that may cause disruption to the academic process. Our goal is to motivate parents to become involved in their child's learning thereby through volunteer opportunities, parents become an integral part of the school. Parents will be recruited for Board Governance.

C. Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.

D. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

There are numerous opportunities for parental involvement, ***Parent Advisory Council*** and ***Parent University*** and ***Community Inspire***. Met Tech promotes community inclusion and the wrap-around support care model for families.

Parent Advisory Council- This governance is created to energize, organize and mobilize parents to be involved in lifelong education of their children. Pg. 21 of the *Student-Parent Handbook*.

Community Inspire- This school community initiative focuses on academics, health, social services and youth development to improve conditions for learning. Pg. 21 of the *Student-Parent Handbook*.

Parent University- This program provides training, information and resources to parents and caregivers that will aid parents in their essential responsibility for influencing their child's life. The program supports and empowers parents to become leaders and advocates for their child's learning and for school and community constant improvement. Pg. 21 of the *Student-Parent Handbook*.

The ***Met Tech Family Portal*** is web-based tool that helps families stay connected to their child's classroom. Families are able to see real-time grades, homework, upcoming due dates, attendance information, discipline and more. This allows for greater communication.

SECTION 2: OPERATIONS PLANS AND CAPACITY

2.1 Governance

A. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

The Governing Board will hold the charter for the School. The Governing Board is a Tennessee Not-for-Profit entity organized exclusively for educational purposes. The Governing Board is comprised of respected Tennessee Leaders that are committed to providing quality educational options for the citizens of Shelby County. The Governing Board shall be comprised of three to nine Directors at any one time, and in order to facilitate efficient and effective daily operations, Board members shall define roles of board members as minimally as possible. Board members shall not have the authority or ability to formulate or implement policy on an individual basis and all decisions shall be made collectively in accordance with board procedure.

The Governing Board shall be responsible for developing and outlining the mission, vision, and values of the School and developing the appropriate policies to ensure those fundamentals are maintained.

The Governing Board is responsible for the legal and financial obligations of the School. The Governing Board establishes policy consistent with the School's mission and ensures that the School's programs and operations are faithful to the terms of the Charter including compliance with statutory and regulatory requirements. The Governing Board will continue to uphold the mission and vision of the School through visible leadership and stewardship of the School, including the following:

- Communicating the mission and vision of the School to the community
- Holding the school leader accountable for achieving the mission and vision of the School
- Participating in fund raising and other community events on behalf of the School
- Leading by example in their personal and professional endeavors

C. Describe how the board will evaluate the success of the school, the school leader, and its own performance.

The school leader will provide comprehensive education management services and perform all necessary tasks to develop, implement, and operate the School according to the Board's Mission. The school leader will be held accountable for the School's performance via a performance-based management agreement with the Governing Board.

The school leader will provide support to the Governing Board by preparing agendas, providing data, researching issues, ensuring compliance with local, state, and federal laws, negotiating contract services, and providing solutions to problems that may arise. The school leader will be responsible for day-to-day school operations and be a catalyst for school improvement. The school leader will also employ a process for continuous improvement that involves the use of data to benchmark performance.

D. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

F. Describe the training or orientation new board members will receive. What kinds of ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13- 111 (o) requires annual board training, as certified by the Tennessee Charter Schools Association; documentation of this training must be provided to the chartering authority.

The governing board will work to recruit an additional six board members. New Board members will be nominated by existing members through a nominating committee. The Board may appoint a nomination committee to consist of no fewer than two Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations for each person named. Persons shall be offered a position on the board contingent upon a favorable vote of the Board.

All board members will complete initial and ongoing governance training in accordance with Tennessee State Charter and Nonprofit laws. Topics to be covered will include:

1. Conflicts of Interest
2. Models of Governance and Leadership
3. Charter School Law in Florida
4. Ethics
5. Basic Understanding of Parliamentary Procedures
6. Government in the Sunshine Law
7. Financial Responsibility
8. Guided Questions for Mission Statement and Strategic Planning
9. Drafting Board Policies

Every board member will receive a comprehensive binder containing copies of the board by-laws, charter contract, management agreement, minutes from the previous year, contact information and other pertinent information.

E. Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.

The Founding Board will serve as the School's Governing Board and be comprised of the elected Board members that currently serve, once the charter contract has been executed with the School District. The role of the board will then be to maintain authority over the School and to ensure it meets or exceeds the requirements of the contract upon which it was created under. The Board also guarantees that the founding principles and values that created the charter school remain integral in the day-to-day operations of the School.

G. How will this board handle complaints? This process should be clear and follow an appropriate route for resolution of concerns raised by students, parents, and/or stakeholders.

It is the belief of the Board that school-based concerns and complaints are best handled at the school level. In general, when a parent complaint or concern is received, we will first ensure that the parent has contacted the appropriate school administrator about the concern, and that the school has had an opportunity to address this issue. If this has not been successful, we will then generally refer them to the school's school leader.

It is the belief that it is the governing board's responsibility to make every effort to address all such complaints and concerns and not that of the School District. The School believes in just, fair and equitable treatment of ALL students and in providing a learning environment which is free from unfair or discriminatory practices. Procedures for disciplinary complaints and resolution of discriminatory practices have been established.

Rights: Students/Parents have the right to report and seek redress for unfair treatment, discriminatory practices, or harassment.

Responsibilities: Students/Parents have a responsibility to know and follow procedures for filing complaints.

There may be times when students feel they have been treated unfairly. In most cases, problems can be resolved if students/parents speak with the teacher or staff member involved. If the student/parent does not resolve the problem or feels uncomfortable addressing the issue directly to the teacher or staff member, the student may request a conference with the School Principal or Assistant Principal. The student/parent may also request the presence of a third party, such as a counselor, resource teacher or other staff person. The parent may also be present. If the problem is not resolved at this level, the following steps should be followed:

1. The student/parent must present a written and signed statement to the School Principal within five school days. The statement should include the following information: (a) description of the incident; (b) date and time of the incident; (c) persons involved and/or witnesses; (d) location of the incident; and (e) attempts made to resolve the issue.
2. The School Principal shall respond, in writing, within five school days of the receipt of the statement. The School Principal shall make every effort to resolve the matter.
3. If the problem still has not been resolved or the School Principal fails to respond in a timely manner to the student's statement, the student/parent may submit the grievance to the school leader for resolution.
4. A meeting will be scheduled within five school days of receipt of the student's request for such a meeting. This meeting will include the person involved in the original action, the School Principal, the student, the parents, and representative from the school leader. If a decision is made at this meeting, documentation of the agreed upon actions will be forwarded to all parties within five school days.
5. If the student or parents are not satisfied with the outcome of the decision, they may contact the Governing Board for their input. This may be done at any point of the process.

6. At any time, a parent may withdraw their student from the school and enroll them in the student's assigned district school in accordance with school district policy.

H. Explain plans for board member attrition.

The Governing Board will form a *Governance Committee*. The *Governance Committee* is responsible for holding board members accountable. The *Governance Committee* establishes the recruiting, selection, orientation and training of new board members. The Governing Board will establish board member performance measures standards upon the executed charter contract. Board Member performance will be evaluated annually. The standards will be articulated the standards and commitment to the board.

The *Governance Committee* has the sole authority to dismiss a board member when there is cause for dismissal.

Recruitment, Selection and Development of Governing Board

Future board members for Met Tech will be recruited. Those potential board members will have exceptional professional, community service, or other experience that ensures all Met Tech stakeholders are appropriately represented. The governing board will seek individuals with a gamut of talent and expertise.

The Executive Committee will organize and orient new board members. Orientation of new board members will include the mission, vision and philosophy of Met Tech. New members will be provided the most current financial statements as well a tour of the facilities. Newly appointed board members will learn of their roles and expectations with respect to the board's professional and personal skill needs, applicable legal requirements, and their fiduciary responsibilities as board members. The Board Chairman will facilitate communication to newly appointed board members recommended training opportunities and introductions to board sub-committees.

The board chairman shall maintain a directory of requisite trainings for professional development. The professional development training for all board members will be developed during Planning Year.

The governing board will be assessed on its ability to meet its annual and multi-year goals. The board will establish its annual goals July every year as well as its mid-school year benchmarks. This process and the goals produced through it will directly support and align with the school's annual and multi-year goals created by school leadership and approved by the board. The goals will also be formed by the board's responsibility to oversee the school's financial, academic, and regulatory performance. The board will self-assess its progress semi-annually to assure it is meeting its goals.

In addition to self-evaluation, individual board members will participate in a self-assessment. Members will establish individual goals based on their respective board roles. Members will evaluate their progress and provide that evaluation to the board chairperson in

preparation for conversations with the board chairperson, a board member and the director of operations whether the stated goals were met, if goals were not met, obstacles that prevented the goals from being achieved and the plan to remediate goal achievement. The board chair will provide constructive feedback based on recommendations from those in attendance.

List all current and identified board members and their areas of focus or expertise roles in the following table adding rows as needed.

Table 2.0 outlines the experiences and areas of expertise of Met Tech's founders that are critical to successfully establishing and operating a high-performing charter school in Shelby County.

Table 2.0 : Founding Board of Trustee Members

Full Name	Current Job & Employer	Focus/ Expertise
James Robinson	Senior Advisor- Founder and Executive Director of Metamorphoses Inc Chuck Hutton Toyota	Youth Behavioral Intervention, Nonprofit Management, Fund raising
Rubbie King	Inspire Hope, Founder & Executive Director	Nonprofit Development Consultant, Nonprofit Management, Grant Administration, Human Resources, Nonprofit Administration, Compliance and Contract Administration, Education administration
Kimery Irby		Senior Systems Analyst
Audrey Aelion		
Trace Hollowell	Founder and President- Tactical Magic	Marketing and Branding expert
Mike Ferguson		Commercial Real Estate Advisor
Parent/ Vacant	Metamorphoses Parent	Family & Community Engagement/ Advocacy, School Culture Expert
General Counsel/ Vacant	Legal Advisor	Legal Expert
Vocation Program Chairs/ 3 positions/ 1 vacant	Subject Matter Experts	Trade curriculum and instruction design, community engagement, certification expertise, post-secondary academic experience

B. Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective

representation of key stakeholders and will ensure the school will be an educational and operational success.

The governing board of Met Tech will consist of nine (9) members, including the Chairman of the Board. All founding Trustee members will remain as governing trustee members through the first five-year term. The members bring a host of diverse leadership, business and finance, legal, non-profit management, social work, content and instructional expertise to Met Tech. All share a common interest in contributing to the advancement of public education in Memphis and Shelby County, the majority of the trustees are products of the Memphis City Public School System. All trustees are residents of Shelby County as required to serve on this Board of Trustees. The board will recruit additional trustees to fill vacancies that possesses the requisite skills, expertise and passion to educate next generation high school students.

Met Tech has enlisted the assistance and support of individuals and corporations to advise the work of the governing board in the development of this vocational technical school model. Met Tech has been consulted by educators.

Governance Structure of Met Tech

The Board of Trustees will be structured as follows:

Number and Term: The Board of Trustees shall never have less than nine trustees and shall not exceed 21 trustees. Trustees will serve a five-year term limit. Trustees are nominated and subsequently elected to serve on the board. Any Trustee elected to serve an unexpired term shall be required to serve until the next election.

Qualifications and Election: Potential trustees shall be recommended by an active trustee. Persons presenting a conflict of interest prohibited by T.C.A. § § 12-4-101, 102 shall not be elected to serve as a trustee. Trustees must be a resident of Shelby County, TN for a minimum of 12 months prior to nomination.

Nominated trustees shall file a letter of intent and completed application packet to accept the nomination wherein agreeing to interview before the current board. There shall be no less than three trustee members present for the interview. The final decision shall be made by a majority vote whether to extend a seat to the newly elected trustee. The Board of Trustees shall empanel a selection committee for this process to ensure equity and fairness to all candidates.

Meetings: Board meetings shall be held monthly on the first Monday of that month. The meetings shall be made public to parents and the general public interest community should they desire to attend pursuant to T.C.A. § 8-44-102 and other applicable laws. Except as otherwise permitted by law, (i) no Board Quorum will meet privately to decide or deliberate on any matter, and (ii) no executive session will be held until (a) the Board first convenes in an open session for which requisite notice has been given; (b) a majority of the Trustees at such meeting vote to go into executive session; (c) the vote of each Trustee is recorded on a roll call vote and entered in the minutes, and (d) the Chairman cites the executive session's purpose and states whether the

Board will reconvene in such session.

Board Committees: All Trustee members shall be required to serve on sub-committees that ensures the school complies with all federal, state, lea and county laws and regulations and to ensure the school continues to grow and operate fiscally sound. The sub-committees shall be comprised of not fewer than three Trustee members. The sub-committees include:

- **Audit and Finance Committee:** The Audit and Finance Committee will operate on an advisory basis and will provide recommendations to the Board for review and acceptance. It will (1) review and provide recommendations regarding Met Tech’s overall budget(s), (2) review and provide recommendations regarding Met Tech’s financial performance, (3) provide assist and support Met Tech’s external auditor, (4) review and discuss risk assessments of Met Tech’s fiscal operations developed by the auditor, (5) receive and review the annual audit report, accompanying draft management letter, and working directly with the external auditor to assist the Trustees in interpreting such documents; (6) make recommendations to the Board on accepting the annual audit report; (7) review corrective action plans developed by the Board to assist in the implementation of such plans; (8) assist in oversight of the school’s internal audit function, including providing recommendations regarding the internal auditor’ appointment, reviewing the internal auditor’s significant findings and recommendations, monitoring implementation of such recommendation, and evaluating the performance of the internal audit function.
- ***Executive Committee:*** The Executive Committee, comprised of fewer than five members will transact school business as by the Board in its entirety. It is anticipated that the Executive Committee will interact with the school’s administration regarding Met Tech’s academic, financial, and administrative performance at intervals between scheduled Board meetings and where action is urgently required.
- ***Personnel Committee:*** The Personnel Committee shall consist of members with significant HR experience. The Personnel Committee shall be responsible for creating and/or monitoring values-based systems and policies to ensure that Met Tech is following local, state and federal laws and that certain best practices relating to the employees of Met Tech and creating an attractive environment for all employees. HR, the school leader, general counsel and Director of operations will collaborate with the Personnel Committee regarding all personnel policies. The Personnel Committee will be responsible for developing, advising and implementing:
 - Executive members performance reviews;
 - Review of pay scales;
 - Succession planning;
 - Review staffing structures and needs;
 - Review and negotiate benefits (including health insurance, pension plans, and fringe benefits);
 - Diversity initiatives;
 - Independent contractor policies;
 - Volunteer policies;
 - Internship policies;
 - Grievance policies; and

- ***Fundraising Committee:*** The Fundraising Committee shall lead the Board in efforts that attract funding and services needed to carry out the mission of Met Tech. The Fundraising Committee will work the Director of Operations, the Finance and Audit Committee and the school leader to define the short-term and long-term funding needs for Met Tech. The committee will (1) plan funding activities for the full board; (2) review the funding plan to ensure progress toward annual and long-range funding goals; and (3) work with staff to identify and solicit funds from external sources of support.
- ***Academic Success Committee:*** The Academic Success Committee will operate on an advisory basis. They will provide recommendations to the Board for its review and acceptance of ongoing academic student success plans. It will (1) monitor development of the school's academic program by the school's professional staff; (2) review proposed amendments to the academic program; (3) develop reporting requirement for the school leader and other key academic staff to the Academic Success Committee; (4) develop and calibrate the school's academic achievement goals; (5) receive and review reports from the school leader and other staff (6) interact with the school leader and other staff if the schools fails to meet its academic achievement goals and oversee adoption and implementation of a remediation plan in such case (*See Evaluation* for details regarding how the school leader is evaluated).

Roles and Responsibilities of the Governing Board

The Board and its committees will be ultimately responsible for the academic, fiscal, and regulatory oversight of Met Tech. Board oversight consists of approval of all Met Tech policies and monitoring of policy implementation as well as working with the school leader and key staff personnel to monitor the school's academic, non-academic, and financial performance.

- ***Academic and Non-Academic Performance /Assessment:*** Met Tech's academic and non-academic goals will be divided into subcategories relating to (1) student participation and satisfaction; (2) academic scholarship; (3) co-curricular activities; and (4) enrichment. The academic and non-academic goals will include Met Tech's performance indicators relating to performance as measured by performance on statewide assessments and Met Tech developed academic and non-academic assessments, including end-of-year project-based capstone projects to include measurement of student participation in co-curricular activities, in addition to attendance rates and student enrollment numbers.
- ***Fiscal Oversight:*** The governing board will work with the school leader and Director of Operations to develop fiscal guidelines and policies as well as tools for annual budgeting, fiscal oversight, and reporting on Met Tech's fiscal health. The school leader and Director of Operations will meet with the Audit and Finance Committee monthly to report on the financial status of Met Tech in meeting it budget and fiscal goals. The school leader and Director of Operations will also meet with the Audit and Finance Committee to review the budget for the subsequent year. The Audit and Finance Committee will meet semi-annually with Met Tech's internal and external auditors regarding audits of Met Tech's financial performance and fiscal soundness.
- ***Other Responsibilities of the governing board:*** Other responsibilities of the board include: (1) recruiting, electing and removing board members; (2) appointments and removal of Met Tech's leadership and agents; (3) managing Met Tech's affairs and

implementing policies with respect thereto; (4) approval of contracts based on general counsel's recommendation; (5) overseeing the operations of Met Tech; (6) ensuring that Met Tech complies with federal and state exemption regulations; (7) acquiring/ holding/ disposing of property on behalf of Met Tech; and (8) indemnifying and maintaining Director's Liability Insurance (subject to the provisions of the Not For Profit Corporation Law and the limitations under Met Tech's Bylaws)

2.2 Start-Up Plan

A. Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals).

Table 2.1 summarizes our Start-Up/ Pre-Opening Plan. We will cross-reference this plan with Tennessee and Shelby County School District Opening Checklist for Charter Schools to ensure accuracy of dates, needs, requirements and compliance related notes.ⁱ

Table 2.1: Tentative Start-Up Plan

Category	Task Description	Start & End Month	Responsibility
Marketing & Recruiting	Implement marketing strategies	August 2019-December 2020	GB/ DOO
Operations	Update Planning Year timeline & codify tasks	September 2019	DOO/ GB
Finance	Finalize state, federal grants and/or track decisions	Sept. 2019-Nov. 2019	DOO/GB
Governance	Ratify bylaws and code of ethics	Oct. 2019	GB
Governance	Review 501(c)3 and sam.gov status; Year 1 Annual report; obtain insurance for governing board, obtain school EIN	Sept. 2019	GB
HR	Recruitment & hiring of school leader	Upon execution of charter contract	DOO/ GB
Operations	Register for administrative access to SCS operational system	Sept. 2019	DOO

Governance	Review authorization decisions, review board members, finalize board calendar, conduct first year planning year meeting	October 2019	DOO/GB
Operations	Establish Met Tech bank account, designate signatory authorities	Oct. 2019	DOO/ GB
Finance	Contract with financial provider to establish financial systems	Oct. 2019	DOO/ GB/ SL
Finance	Finalize and approve fiscal policies and procedures	Dec. 2019	DOO/GB/SL
HR	Recruit, interview, and hire support staff	March 2020	DOO/SL
HR	Recruit, interview and hire director level positions	Nov. 2019- Feb. 2020	DOO/SL/GB
Facilities	Negotiate and finalize lease agreement	Oct – Nov 2019	GC/DOO/GB
Facilities	Obtain Certificate of Occupancy; Identify facility renovations, issue RFP, secure contractor	Nov- Dec 2019	GC/GB/DOO
Technology	Finalize technology related agreements, secure technology equipment, secure digital textbook licenses and software licenses	Dec 2019- Feb 2020	GC/DOO/SL
Recruitment	Launch developed recruitment plan, materials, systems and timeline	Feb 2020- April 2020	DOO/SL
Recruitment	Finalize and print all pre-registration, registration and end stage recruitment materials	April 2020	DOO/SL
Recruitment	Recruit students: finalize and disseminate materials, conduct informational sessions and community service events	April 2020 June 2020	DOO/SL
Technology	Issue RFP and secure vendor for IT infrastructure	Nov. 2019	GC/DOO/SL
Recruitment	Kick-off Pre-registration Fairs for incoming 9-12	May 2020	DOO/SL

	graders		
Finance	Approve budget for School Year 20-21	Jan 2020	GB/DOO/SL
HR	Recruit school staff, draft job descriptions, post positions, interview candidates, conduct background and reference checks	Oct 2019	SL/DOO
HR	Develop Orientation process of new hires; develop initial professional training for new hires; develop ongoing professional development training schedule	Jan 2020	SL/DOO/GC
Operations	Finalize & distribute school calendar	Jan 2020	SL
Operations	Finalize food services: finalize agreement with food service vendor, coordinate evaluation of cafeteria space	April 2020	DOO/ SL/GC
HR	Hire school staff; coordinate completion of fingerprinting and background checks; salary negotiations and offer letters	May 2020	DOO/SL
Academic	Secure curricular resources; create scope and sequences and unit plans aligned with state requirements	Dec 2019	DOO/SL/CT
Operations	Secure transportation contract: Contact Mata and Premier Transportation to coordinate bus routes and stops, inform parents of options	Feb 2020	DOO/SL/GC
Operations	Secure insurance policies	Oct 2020	GB/GC
Technology	Finalize delivery and installation of technology equipment; coordinate installation of technology infrastructure	May 2020	SL/DOO
Operations	Finalize digital textbook licenses for all grades	Mar 2020	SL/DOO
Recruitment	Conduct open houses for admitted students, parents and guardians	May 2020 - June 2020	SL/DOO

Operations	Obtain releases from parents to obtain student records	May 2020	SL/DOO
Academic	Assign vocation space to vocation chairs	May 2020	DOO
Facilities	Coordinate delivery and installation of furniture and equipment	April – June 2020	DOO/SL
Operations	Review final classroom layout, common areas, administration space, etc, testing of equipment	May -June 2020	DOO/SL
Operations	Create equipment inventory management system; identify inventory and assets	June 2020	DOO/GC
Finance	Finalize and submit additional operational grant applications, secure corporate support	May 2020	GB/DOO

B. Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges. This plan should align with the Start-Up (Year 0) Budget in the Budget Workbook.

The founding team of Met Tech understands the challenges a new start-up school faces and has completed much of the leg-work for developing the foundational pieces and researching early needs. Those challenges include securing adequate funding to support the needs of the Planning Year, recruiting and hiring the most qualified team members, securing a location, branding the school throughout Shelby County, and recruiting our inaugural students for Year 1. The Planning Year's budget includes details for compensation recommendations for members of the Met Tech team. The team will take on the ownership of starting Met Tech. Funding to support full FTE and part-time FTE salaries has been outlined in the Year 0 column of the Budget Worksheet. We anticipate receiving Start-Up grant funds from private fundraising efforts, corporate support, state Start-Up funding and business line of credit, if needed.

The Director of Operations and members of the governing board will initially take on the majority of implementation of the school. We have already identified a potential school site and have been in conversations with the lease holder. We will conduct staff recruitment, student recruitment, community relationships, implementing and finalizing key operational tasks and fundraising. Governing board members will donate services and time as their dedication to the opening of Met Tech. We will continue to work in collaboration with the Director of Operations during regularly scheduled work sessions leading up to Year 1 of operation. The school leader will be recruited and hired by December of the Planning Year. He/she will begin working collaboratively with the Director of Operation and governing board to finalize the major components of implementation of Met Tech. The school leader will take on leadership in many of the instructional, curriculum, assessments and school culture components upon hiring to ensure those aspects of Met Tech are aligned with the needs of the anticipated student population

and their parent/guardian. This position will be compensated as a half-time employee based on the date of hire.

We anticipate the payroll for expenditures (staff, as well as selected vendors who will provide services) to begin payouts in August of Year 1 of operation. Met Tech's payroll schedule will be modeled after the SCS Teacher and Administrator pay schedules. Staff members hired during Year 0 will be compensated based on funding Year 0. Staff expenditures are shown in detail in the Budget Worksheet.

2.3 Facilities

A. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

B. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.

C. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

D. Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

E. Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Include associated costs in budget details.

F. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

G. Broadly describe a contingency plan, should your facility fall through.

H. List any properties you may have already identified as suitable to meet the school facility

Met Tech has identified and toured two locations in the Cordova area, 7260 Goodlett Farm Parkway and 7771 Goodlett Farm Parkway. We feel that both locations are suitable facilities. We anticipated occupying the selected space at a minimum of three (3) years. We have worked out arrangements for the automotive program with Moore Tech as a potential dual enrollment program. We are working with a commercial real estate broker in the negotiations for a lease agreement upon charter approval.

An assessment of our facility needs based on our educational program and allocation of

space for the vocation programs, we anticipate efficient space per student to be 60-65 sq. ft. per student. We anticipate space allocations as follows: minimum 23 classrooms, shared lounge/conference space – 600 sq. ft.; Pre-Med Program: two classrooms with seat capacity of 30 equipped with lab space for the with space for 2 patient care manikins, patient simulators, QCPR AED with torso manikin, patient table, and other simulations, Automotive Program – 1 regular classroom with a seat capacity for 30, an additional classroom with lab space for demonstrations space to accommodate work space for large automotive systems; Computer & Network Technology- 1 classroom with 30 student computer workstations with lab space for installation of network systems, Computer Programming- 1 classroom with 30 computer workstations; Architectural & Engineering Design- 1 classroom with 30 seat capacity with space allocation for CAD drafting; student library and resource center with 50 computers- 1,100 sq. ft.; Youth Court Space- 600 sq. ft.; cafeteria space- 2,000 sq. ft., 2 multi-purpose conference room- 900 sq. ft.; teachers and administration lounge- 800 sq. ft.; book store- 300 sq. ft.; gym space- 2,000 sq. ft., 10 administrative offices 150 sq. ft. Both of the potential locations identified have more than enough space to accommodate the full school with programs for a student body of 400 – 700 students.

Met Tech will work closely with Archimania in the improvements and space design for the full complement. While our goal is to acquire space that will remain within budget as well as accommodate the needs of the integrated academic vocation environment. However, Met Tech is fully resolved to raise additional funds to ensure that the housing of the school.

The two locations are quoted at \$17 to \$19.79 per sq. ft. with negotiable options. Our goal is house Met Tech in a site that accommodates the needs of all students, staff and community without limitations. The sites will comply with the Americans Disabilities Act (ADA) in compliance with state law T.C.A. § 49-13-107. Both buildings are already ADA compliant to include marked parking spaces.

Table 2.3: Met Tech Location Timeline

Timeframe	Action	Responsible Party
October -November 2019	Finalize sq. ft. needs	GB/DOO/SL
November – December 2019	Finalize budget for lease agreement	GB/DOO/SL
December 2019- February 2020	Negotiate lease agreement on prospective property	GB/DOO
February 2020- April 2020	Inspect property & Finalize lease agreement	GB
April 2020- May 2020	Obtain Certificate of Occupancy	GB/ SL/ GB
May 2020	Finalize needs assessment per space	SL/DOO
June 2020- August 2020	Renovations	SL/DOO

2.4 Personnel/ Human Capital

A. Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity and highlight the areas of this structure that relate directly to the school's vision and mission as Attachment G. The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

D. Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Explain other key selection criteria and any special considerations relevant to your school design.

Process used to select the school leaders

The roles and responsibilities of the governing board are described in the Governance section. The school leader will have the responsibility of ensuring that Met Tech adheres to its mission and that Met Tech's annual and long-term goals are achieved. Met Tech has formed an advisory council in the development of the school. Met Tech will recruit additional members to include parent representatives, student representatives, and community representatives. The advisory council will serve as the site-based governing authority. It will offer insight to the governing board. The Hiring Plan demonstrates the timeline for recruiting and hiring additional key staff.

Met Tech will use a robust recruiting process through a Leadership Assessment to determine if a candidate would be a good building leader for the students and parents of the students that attend Met Tech. All candidates for school leader, dean, and director positions will be required to complete the assessment as part of the selection process. The assessment is an important component of the interview process.

Top candidates chosen for the interview will provide an essay writing sample, perform a group presentation and interview. Interview templates are prepared in advance and include the following topics:

- The candidate's philosophy of education
- The candidate's understanding of his/her role
- The candidate's familiarity with charter schools, knowledge of accountability to governing boards and other key information relevant to being a building leader in a charter school environment
- The candidate's grasp of specific responsibilities relevant to his/her role such as: interviewing, creating a school-wide culture, discipline, outreach, instructional leadership, and supervision
- For scenarios that may come up at a school, interviewers use behavioral interviewing techniques to gain insight into the candidate's past behavior, which is the predictor of future behavior.
- Each question is scored; a minimum score must be achieved to be considered a serious candidate.

The governing board will be consulted on the top candidates for final selection and approval.

Setting Performance Expectations (School Leader)

Performance expectations are communicated in August of each year in two ways:

- Criteria on Performance Evaluation Tool. All criteria that the school leader will be evaluated on, is communicated in August. Given the range of responsibilities for which the school leader is accountable, the August communication ensures that specific expectations are set.
- School leader Goals: The school leader must ensure that Met Tech has a Strategic plan as well as a School Improvement Plan. School-Wide goals are developed from these two documents. The school leader in conjunction with the Director of Curriculum and Instruction and the Director of Operations jointly determine performance goals. The school leader goals are developed in five areas:
 - Academic Excellence
 - Operational Performance
 - Superior Culture
 - Financial Health
 - Growth

Achievement of these goals are evaluated at the end of the year and linked to an incentive bonus.

Monitoring Performance and Providing Feedback

Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance. Monitoring methods include:

- School site visits conducted semiannually
- Staff surveys conducted in November and April
- Parent surveys conducted in November and April
- Monthly school leader meeting and reporting
- Benchmark tests

Performance Management- School Leader Evaluation Tool

A formal evaluation is conducted at the end of the year. The following are categories included in the school leader evaluation tool. For each factor, specific criteria have been identified in terms of what performance is expected.

B. If identified, describe the capacity of school leadership in terms of skills, experience, and available time to identify and respond to the needs of the staff and students. Provide resumes for school leadership and previous student achievement data for the individuals responsible for academic programming (if available) as Attachment H. N/A

C. Give a thorough description of the process for hiring the school administrator. Explain how the school leader will be supported, developed, and explain the state-approved evaluation model used for the school administrator, pursuant to State Board Policy 5.201.

The School Leader will identify with and understand the Met Tech's culture and climate and how data should inform the decisions of the school. He/she will be able to successfully meet the indicators of the TEAM rubric as well as effectively grow his/her practice. He/she will possess

the tools in hand to address deficient areas and build on/leverage great areas. He/she is proficient in data analysis and implementation. He/she can tell a story using data and move a team to do something differently based on what is revealed. He/she can recognize and understand how to leverage all data points within the building to activate change. Specific competencies include: communication, governance, leadership, personal management, professional acumen, school culture, self-management, and teamwork.

To that end, the ideal candidate will demonstrate strong evidence of the above listed competencies through the following standards.³²

Personal Leadership: Highly effective school leaders demonstrate personal and professional behaviors focused on vision/mission/values, reflective practice, effective communication, and strategic thinking to improve student achievement. Leaders know and are able to practice Reflective Practice and Continuous Improvement by demonstrating personal resolve and maintaining core confidence and belief in self, students, and teachers, even in the face of adversity. They continuously reflect on performance, seek feedback, and actively pursue opportunities to improve personal and ethical leadership. They display game-changing communication and the ability to tighten interpersonal relationships by modeling appropriate communication strategies with others, benefitting from interactions of transmitting the message of the school's vision and mission, and building strong and trusting relationships.

Instructional Leadership: Highly effective school leaders drive gains in student achievement by aligning curriculum and assessments to standards-based planning, remaining focused on high expectations for all students, using data to drive instruction and interventions, and ensuring quality instruction within the building. They know and are able to use pedagogy/instructional strategies to articulate classroom-based non-negotiables for instruction focused on planning and instructional strategies to increase student achievement. They create structures to ensure the development, implementation, and evaluation of consistent and quality classroom routines and instructional strategies, supporting the belief that all students can achieve at high levels academically. Data-Driven Instruction is a cornerstone. There are multiple forms of formative student-level data to design and implement academic interventions used for students, including the implementation of a targeted pyramid of intervention. These leaders lead the DDI cycle, focused on teachers adjusting instructional practice to meet the needs of all students. Observation and Supervision of Instruction is a part of the daily routine. They observe and provide timely and on-target feedback to staff on the effectiveness of instruction. Instruction is improved by developing teacher professional learning communities in which staff build each other's capacity and hold each other accountable. Standards-based planning lives through successfully leading an instructional team in developing lesson plans and unit plans aligned with Guaranteed & Viable Curriculum and college-ready standards.

Culture Leadership: Highly effective school leaders create an equitable and efficacious culture where all students are valued and held to high expectations. They know and are able to invoke a sense of urgency and efficacy to inspire teachers and students to champion a vision and mission for academic success. They lead the school in setting ambitious and achievable cascading goals for teachers and students. They create and maintain sense of urgency and commitment to

³² Adapted from the national *Charter Board Partners* work on assessing effectiveness of school leaders.

ensuring high academic achievement for students. Developing and leveraging a sense of efficacy that influences the collective efficacy of the students and teachers is promoted. Through equity and cultural competence, these leaders engage in discovery with self and staff, through inquiry and discussion, to surface social and racial biases in order to establish culturally-responsive practices that ensure equitable student outcomes. They readily identify and interrupt inequitable systems and structures to create more inclusive and efficacious school environments for adults and children. Through effective leadership, systems, routines, behaviors, and a Code of Conduct translate the vision and mission into an identity and set of behavioral expectations for adults focused on teamwork, collaboration, and a sense of ownership amongst all stakeholders. These leaders operationalize the school's vision and mission through the development of norms, behavioral expectations for students (including the implementation of a Code of Conduct), incentives, and rituals. They ensure equitable, consistent, and quality classroom practices that reinforce the behavioral expectations. Family engagement is proactive and purposeful under these leaders. There is meaningful engagement of families in the academic and social success of children for college, careers, and citizenship.

Adult and Team Leadership: Aligned staff, operations, and systems are outlined through adult and team leadership. Highly effective school leaders utilize the strategic planning process to organize adults and continuously track progress towards accomplishing goals. They know and are able to diagnose and strategically plan as well as analyze and diagnose complex issues (both technical and adaptive) and identify challenges in order to determine what is needed to achieve goals. They implement data collection systems to monitor and track progress against goals. There is clear facilitation, collaboration, and development of strategic plans in service of goals and objectives performance. Under their leadership, management is executed by defining clear and detailed performance expectations for team members. Strategically monitoring and holding team members accountable for meeting performance expectations is a part of the personal responsibility of these leaders. These leaders strengthen leadership development by building leadership capacity of teachers and school leaders. They utilize effective team-building strategies and other structures in order to develop and lead high-performing teams. Professional development is evident through designing, developing, and delivering high-quality professional development in alignment with vision, mission, values, and goals.

Given the design of Met Tech, there is much required of members serving on the Academy's Leadership Team and Instructional Leadership Team (ED, Head of School, Directors, and Deans). These team members will be expected to fully dedicate their time, mind, and energy to building the brand of Met Tech and hold themselves accountable to developing team members in a manner that leads to positive student outcomes. There is also an expectation that each member of the leadership team will mentor and develop teacher leaders and support team members of the Academy. Salaries are comparable to the required time commitment, workload, and expectations of these team members. They are also aligned with the partnering district's salary range so they serve as competitive incentives for high quality candidates to become members of the Met Tech team. Salary ranges for key leadership team members range from \$73K-\$110K annually.

School Leader Evaluation

Academic Excellence	Operational Management	Superior Culture	Financial Growth	Growth
<ul style="list-style-type: none"> • Guaranteed and viable curriculum • Challenging goals and effective feedback • Parent & Community involvement • Safe and orderly environment • Collegiality and professionalism • Teacher level factors • Technology 	<ul style="list-style-type: none"> • Registration and student record keeping • Customer service • Governing board relations • Following best practices guidelines for facility operations • Supports governing board communication functions • Compliance with state and district regulations 	<ul style="list-style-type: none"> • Leadership • Human Resources • Performance and Planning • Compensation Management • Staff Recognition • Hiring 	<ul style="list-style-type: none"> • Budget development and management • Business manager relations • Fundraising • Risk management 	<ul style="list-style-type: none"> • Enrollment • Succession Planning • School Opening Team

E. Explain how teachers will be supported and developed. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

Performance Review Process for Teachers (See 2.5 for additional response to Professional Development)

Met Tech will adapt Shelby County Schools teacher evaluation framework (TEM) and incorporating coaching for growth and support for supporting novice teachers to master teacher levels. All teachers must be fully certified (in accordance with the ESEA Act) and will be required to provide evidence of TN certification and previous year's evaluation or student teaching performance. The Met Tech framework will provide ongoing feedback to teachers on their performance and inform decisions on teachers' contract renewals each year as well as promotion in the long-term through to Master Teacher status. Our goal is for all team members to experience daily success and move the needle on student outcomes.

On an on-going basis, teachers will be evaluated across the TN TEM domains and the Academy will specifically work to build professional practice around the following indicators for success:³³

- **Effectiveness in Promoting Student Learning:** A teacher's level of effectiveness will be assessed through three measures: (i) a series of classroom observations conducted by the Head of School and members of the Leadership Team using the school's classroom observation instrument on which teachers have trained (see below for more information); (ii) annual student academic growth¹⁴⁶ (when possible to assess growth with reasonable confidence); and (iii) student evaluations using tools such as the Tripod student perception surveys, developed by Dr. Ronald Ferguson at Harvard University and the Insight Satisfaction Survey, with which students communicate about their classroom experiences with teachers ¹⁴⁶. Student surveys will be conducted on three occasions annually at the end of each quarter
- **Fulfillment of Professional Responsibilities and Expectations:** A teacher's fulfillment of her/his professional responsibilities and expectations¹⁴⁶ will be based on two measures: (i) the quality of the teacher's curriculum and lesson planning and contributions to the school's planning processes as assessed by the Director of Curriculum, Instruction & Assessment; and (ii) the fulfillment of her/his administrative responsibilities and the quality with which they are fulfilled, evaluated by the Leadership Team (and informed partly by family satisfaction surveys, which include feedback from individual teachers)

A teacher's formal annual evaluation will be based on a roughly equal weighting (approximately 20%) across each of the five sub-items of the two domains. After compiling and analyzing teacher data across these sub-items according to an established rubric, the Head of School, in consultation with members of the Instructional Leadership Team¹⁴⁶, will rate teachers as highly effective, effective, developing, or ineffective. These ratings will determine whether a teacher's contract is renewed. Teachers receiving an ineffective rating will not be eligible for renewal.

F. Indicate the state-approved evaluation model used for teachers, pursuant to State Board Policy 5.201.

Components of the Annual Performance Review Process:

Each teacher will complete a self-assessment in August using the school's self-evaluation form. The self-assessment process is designed to inform and focus the areas in need of growth, ensure that the teacher and the teacher's designated instructional coach (Head of School and Director of Curriculum, Instruction & Assessment) are in agreement regarding the teacher's areas of growth, and allow for the monitoring of progress in these areas.

The school's self-evaluation forms will fall across both domains and include the teacher's annual goals (which will focus on outcomes) and corresponding benchmarks, and her/his long-term goals. The self-evaluation form will be formally reviewed by the teacher and Director of Curriculum, Instruction, and Assessment and updated in November and again in March when contract renewal decisions are undertaken. For teachers whose contracts are renewed, an end-

³³ Adapted from the New Leaders Theory of Action and Coaching Framework around developing effective school leaders and teacher leaders (2015).

of-year review will be conducted in June to reflect on the past year's performance and plan for the next school year. As teachers continue to grow in their craft, the following areas will be assessed as a part of their evidence of daily, weekly, and monthly growth and development:

Classroom Observations: As a pair of the evaluation process, each teacher will be evaluated formally by her/his instructional coach, at least, nine times per year (i.e., once every 3-4 weeks). At least three observations will last a full class period while six or more observations will last approximately 15-20 minutes.

Observations will be based on agreed-upon benchmarks and standards established in advance by the teacher and her/his instructional coach. During each observation, the instructional coach will focus on three standards in the areas of instruction and classroom management - one selected by the teacher and two selected by the evaluator.

Such standards will emphasize the quality with which lesson plans are implemented in the classroom, as well as the effectiveness with which a teacher manages her/his class to maximize learning time and achieve the lesson's given objective(s)

Some standards will merit attention for several observations in a row; others may be addressed only once or twice in the observation process. Also, the instructional coach will check for non-negotiable items, such as student attentiveness, the posting of an agenda, daily outcomes, and homework, on every visit.

After every observation, the instructional coach will provide the teacher with written descriptive ("what I saw"), normative ("what I thought"), and ("what I'm wondering") comments on the three standards focused on during the observation. The teacher and the instructional coach will then meet within two days for 15 minutes to debrief the observation and discuss recommendations, which are entered and archived in a database and can be accessed by the instructional coach and teacher.

Over the course of the year, the instructional coach will be responsible for shifting the focus of each evaluation so that each of the instruction and management standards has been assessed by the time the formal evaluation is completed in March. Based on observations over the course of the year, teachers will either meet or not meet each standard 147. As described above, in the event that teachers do not meet each standard, they will create a Performance improvement Plan with their instructional coach, which will include goals and strategies to improve teacher practice.

Student Growth: Annual growth of student achievement will be one factor used to evaluate teachers (for content areas in which measuring student growth is possible). Measurements used for this aspect of teacher evaluation will include a teacher's annual value-added score or a teacher's student-growth percentile score if value-added scores are not available. In courses in which this information is not available, student mastery of standards will be used in determining a teacher's level of effectiveness in a given year.

Student Perception Surveys: Students will complete perception surveys in the last month of each trimester (November, February, and June). These surveys will, among other things, offer feedback to teachers. The teacher and her/his instructional coach will review a summary of the feedback provided to each teacher by students. Areas of strength and opportunities for growth will be identified, and appropriate action steps will then be developed.

Curriculum and Lesson Planning: A teacher's competency in curriculum and lesson planning will be evaluated on established standards presented to staff during the Summer Staff Development Institute each year and reviewed on multiple occasions over the course of the school year. At the beginning of each trimester, the Director of Curriculum, Instruction & Assessment¹⁴⁷ will evaluate each teacher's trimester-long curriculum and unit plans for alignment with relevant state and national standards as well as Legacy's departmental scope and sequencing, when applicable. The remaining standards will be assessed as part of the school's weekly lesson plan review process.

The Director of Curriculum, Instruction, and Assessment in collaboration with the Coordinator of Support Services will review lesson plans and other documents of the teachers he/she supports to ensure they reflect appropriate accommodations and modifications for students with IEPs and 504 plans. Results of these evaluations will be entered into a teacher evaluation database and discussed with teachers. Each teacher will be assessed as meeting or not meeting standards under this category.

Administrative Responsibilities: Administrative, non-teaching responsibilities, such as fulfillment of professional responsibilities and advisory duties, will be assessed twice a year by the Instructional Leadership Team using a set rubric. The first review will be conducted in early November, based on internal records and the Leadership Team's observations throughout the year to date. Teachers will receive written feedback via Met's evaluation database and discuss the review with the members of the Leadership Team. The second review will be conducted in late February; it will not be debriefed separately; rather, it will be incorporated into the teacher's yearly evaluation. As with classroom observations and curriculum and lesson planning, each teacher will be evaluated based on whether she/he has met the standards for this category.

Long- Term Teacher Performance Review and Promotion Processes: Given the research attributing teacher attrition and dissatisfaction to a general lack of professional pathways in teaching, inadequate support available to teachers in developing new skills and expertise especially among new teachers, and lower pay relative to other comparable professions (The New Teacher Project, 2012; Johnson, Berg & Donaldson, 2005), Met Tech will offer a new and attractive work opportunity that will prove intriguing to teachers. For example, as the school expands, the school's Teacher Career Advancement System (T-CAS), summarized in the table below, provides a formal and transparent pathway for teachers to advance in their craft, assume new titles with commensurate responsibilities while remaining in the classroom as practitioners, and be generously compensated and formally recognized for their positive contributions to the school.

Sample Teacher Career Advancement System Summary, Including Sample Competencies of Each Designation.

Designation	Years- Experience	Competencies
Associate (15% of teaching staff) Salary:45, 000	0-2	Has stellar PRAXIS Scores, Highly effective Student Teaching /Practicum Ratings; Demonstrates some effectiveness in promoting student growth or listed as "New Teacher"
Senior Associate (35% of teaching staff) Salary:47, 000	3-5	Demonstrates sustained effectiveness in promoting student growth
Master Teacher (50% of teaching staff) Salary: 5 0, 000	6+	Demonstrates sustained effectiveness in promoting student growth; Demonstrates effective in student growth with large classes (>25); Pedagogical expert in content; Success in training new teachers; Impact in overall instructional improvements of Academy

Depending on their qualifications and level of experience, new teachers will join Legacy Leadership Academy's faculty either as Associate, Senior Associate teachers, or Master Teachers. While Depending on their qualifications and level of experience, new teachers will join Legacy

Met Tech's faculty either as Associate, Senior Associate teachers, or Master Teachers. While the system will begin as of the Academy's first year, teachers will not be eligible for promotion until the summer after the Academy's second year and, as explained below, longer depending on their designation within the Academy's teacher evaluation/promotion system. Associate teachers will be eligible for promotion after their second year of teaching in their respective designation; Senior Associate teachers will be eligible for promotion to Master Teacher following their third year at Legacy Leadership Academy with that designation.

Teachers who are not promoted when eligible will remain at the same designation if their contract is renewed. In this situation, teachers will next be eligible for promotion after an additional two years. Teachers cannot be demoted. Contract renewals for all Associates will be offered on an annual basis. Contract renewals for Master Teachers will be offered on a two-year basis. Promotion decisions will be made in July in years when teachers are eligible for promotion, thereby allowing for the most current student performance data to inform promotional decisions.

In exchange for a new title and a slight salary increase, new designations earned through promotion imply greater intellectual demands and expertise (not just more time and responsibilities), which may include: teaching demo-lessons, mentoring and coaching teachers, working with larger class sizes, writing/reviewing/editing curricula and assessments, leading professional development efforts, teaching courses that are challenging to less senior staff, representing the school on professional panels, and/or presenting at conferences.

On average, a Met Tech Associate Teacher with 0-2 years of experience will earn as much \$45,000 (\$47,000 for Senior Associate Teacher) annually. This is a bit higher than the salary currently earned by a third-year teacher with an advanced degree under the Shelby County Schools traditional salary ladder.

Depending on a teacher's long-term evidence of success at previous school sites and Legacy Leadership Academy, teachers will have an opportunity to earn initially as much as \$50,000 annually if they are hired at or promoted to Master Teacher. Teaching staff at Met Tech are asked to take on several responsibilities and dedicate a large amount of time to instructional planning and delivery, social/emotional development, and extensive participation in the extra-curricular and model aspects of the school. Support staff, (including Facilitators, Coordinators, and Aides) is also critical team members in the school's efficiency and effectiveness. Their salaries range from \$38K to \$42K (\$22-24K for Aides). These salaries are also competitive for the market and roles.

Met Tech's promotion decision process will be similar to the approach used by colleges and universities to decide promotion and tenure. Decisions concerning promotions to associate-level positions will be made by school leadership. Decisions concerning promotions to Master Teachers will also be made by school leadership and informed by a recommendation from a Standing Committee.

Each teacher's Standing Committee will comprise of teachers within the school and members of the school's Board. In making their recommendation, the Standing Committee will review the teacher's prior annual evaluation records, which reflect the teacher's accomplishments and growth, the teacher's success in her/his present designation based on the responsibilities of each as outlined in the above listed criteria, as well as a formal self-review in which the teacher makes the case for her/his promotion. Guidance and feedback regarding a teacher's prospect for promotion will be covered in her/his ongoing debrief meetings with school leadership.³⁴

In making their recommendation, the Standing Committee will review the teacher's prior annual evaluation records, which reflect the teacher's accomplishments and growth, the teacher's success in her/his present designation based on the responsibilities of each as outlined in the above listed criteria, as well as a formal self-review in which the teacher makes the case for her/his promotion. Guidance and feedback regarding a teacher's prospect for promotion will be covered in her/his ongoing debrief meetings with school leadership.

Performance Review of Leadership and Administration

The School Leader's performance will be evaluated annually by the Director of Operations and Governing Board under the direction of the Student Learning Committee; it will be based on (i) the school's performance in achieving its academic and non-academic goals; (ii) the school's annual value-added score in the aggregate (or the student-growth percentile score if a value-added score is not available); and (iii) the School Leader's attainment of her/his individual goals. The Head of School's individual goals will be closely tied to the school-wide goals, but may include intermediate goals that directly promote the school's goals.

³⁴ Frequently Asked Questions. (n.d.). Retrieved from <http://www.unityprep.org/Unity-FAQ-for-Teachers-2013.pdf>

The School Leader formal performance will be assessed annually by the Director of Operations in collaboration with the Governing Board (Student Learning Committee) with use of the Tennessee Department of Education's TEAM standards and rubric. That rubric speaks to a set of standards including: Instructional Leadership for Continuous Improvement, Culture for Teaching and Learning, Professional Learning and Growth, and Resource Management (A-D). It will also be based on (i) the school's performance in achieving its academic and non-academic goals; (ii) the school's annual value-added score in the aggregate (or the student-growth percentile score if a value-added score is not available); and (iii) the School Leader's attainment of her/his individual goals. The Head of School's individual goals will be closely tied to the school-wide goals, but may include intermediate goals that directly promote Met Tech's goals.

The School Leader will engage in a Performance Review Process that will allow him/her and the Governing Board to work collaboratively to assess progress of the school and Leader, build capacity in staff, and improve overall results of the Academy (please refer to competencies of School Leader for detailed information on additional competencies used in the performance review process). The School Leader and supporting Met Tech administrators will engage in similar processes for annual evaluation. A Self-Reflection¹ will be submitted at the start of the school year that will include school-wide SMART Goals, individual goals, and shared goals.

Specific Indicators of success would include:

Standard A- Instruction: The school leader demonstrates a clear ability to build capacity of the school's team, leads by example in the analysis and use of data to inform school-wide practices, leads the way in assisting team members in developing interventions to address the needs of all students, and sets systems in place that will allow assessment of progress and adjustments as needed to continue to improve progress.

Standard B- Culture for Teaching and Learning: The school leader demonstrates an ability to leverage the strengths of the team and develops those skills that are below par, sets the expectation for a safe learning orientation driven environment, galvanizes families and communities around the goals of the Academy, models personal ownership, responsibility, and accountability for the success of the students and staff, regularly celebrates success of students and staff.

Standard C- Professional Learning and Growth: The school leader is effective in developing a Performance Review Process that is collaborative, fair, and leads to improved practice, effectively and efficiently selects the appropriate professional learning opportunities for him/herself as well as staff, develops an adequate and appropriate system of support for staff based on outcomes and needs, readily identifies and cultivates in-house growth opportunities for staff, and continues to engage in reflective practice to strengthen his./her own practice based on multiple sources of feedback.

Standard D- Resource Management: The school leader effectively organizes the community around the Academy's goals and vision for improvement and growth, demonstrates inclusive behaviors in gathering various perspectives around decision-making, and displays

sound, efficient fiscal management of resources and capital (modeling transparency in all processes and decisions).

The Governing Board will be trained on the TN DOE TEAM tools and resources regarding the performance review of the School Leader. The Teacher/Student- Perception Survey and the Individual Action Plan document will be used to better assist in assessing performance. Each August, following the creation of the school's overall goals, individual leaders, including the School Leader and the school's Directors, Coordinators, Facilitators, and Support Staff will develop their individual goals. The Board will approve the School Leader's individual goals while the School Leader will approve the goals set forth by each director. Finally, support staff working under each director will also establish their individual goals, which will be approved by the supervisory director in conjunction with the Head of School. All individual goals will be based on the prior evaluation, self assessment data, and school review data.

Evaluation of Met Tech: School Quality Review

A school quality review (SQR) will take place twice annually – in October (“fall review”) and in March (“spring review”) – to evaluate the school's effectiveness in educating students and meeting its goals. Reviews will be modeled after School Works' SQR process and focus on six domains: leadership and organizational systems, human capital, climate and culture, teaching and learning, academic and non-academic support, and finance and operations.³⁵

The fall review will occur over 2.5 days while the spring review will take place over 1.5 days. Areas in need of growth that are identified in the fall review will be the focus of the spring review. Both reviews will be administered by 5-6 experienced educators acting as critical friends who are members of the founding team's professional network, including school leaders, administrators, teachers, as well as Board members. Team members will have expertise in areas such as school finance and student support services including special education.

Evaluation of Met Tech's Programs and Initiatives

Met Tech and its staff, under the guidance of the School Leader, will approach each program, initiative, and pilot as an evaluator or researcher in determining its value in promoting the school's goals. This includes the academic program, the after-school clubs, extracurricular programs, remediation initiatives, enrichment programs, support service programs, and the school's professional development initiatives. Evaluative methods will take some forms ranging from qualitative evaluations such as pre- and post- program focus groups, interviews, and questionnaires to program evaluations involving quantitative methods that estimate the impact of various school programs on academic and non-academic measures such as attendance, retention, and student learning outcomes.

G. Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.

³⁵ School Works is an educationally consulting group based in Beverly, Massachusetts.

Retention of Excellent Teachers & Dismissal of Staff

In addition to T-CAS, which formally recognizes teachers for their effectiveness, and Met Tech's plethora of professional development offerings, which provide ample opportunities for long-term development and growth, the school will also retain excellent teachers through a host of staff appreciation initiatives that help to promote a healthy work/life balance among staff.

Such initiatives will include:

weekly breakfasts, gift certificates and discounts at local cultural institutions, regular social gatherings, and "shout-outs" during faculty meetings, and short written notes of recognition for a teacher's good work and commitment to the school from Leadership Team members. Initiatives such as these will help to make Met Tech an environment in which people enjoy working and feel supported as they strive to enhance their craft.

H. Define and elaborate on the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Met Tech will enact an "at will" employment policy and team members' employment/contract status will depend heavily on performance reviews, impact on Met Tech and ability and willingness to improve, responsiveness to coaching and support, and mindset. The school will implement a Plan of Improvement process for team members as a part of the Performance Review Process prior to recommending termination or dismissal (except in instances of zero tolerance policy violations). Sections 4 and 5 of the Employee Manual establishes the process and procedures for termination of employees.

I. Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.

The proposed salaries are listed in the Personnel Plan in the table below:

Position	Salary
Director of Operations	\$98,200
Dean of Students	\$74,500
School Leader	95,000
Director of Curriculum & Instruction	77,000
Subject/ Elective Teachers	\$42,000-48,900
Director of Clinical & Social Work Services	\$77,000
Social Workers	\$44,000
Truancy Intervention Specialist	\$44,000
Library Resource Center	\$40,000

Coordinator	
Behavioral Intervention Specialist	\$44,000
General Counsel	\$84,500
Staff Attorney/ Youth Court Coordinator	\$78,000
Legal Assistant/Youth Court Administrator	\$48,900
Vocation Chairs	\$77,000
Food Service Manager	\$50,000
Director of Fund Development	\$77,000
Fund Development Associate	\$40,000
Registrar	\$42,000
Financial Secretary	\$48,000
Executive Admin Assistant	\$42,000
Parent Welcome Center Receptionist	\$40,000
Vocation Instructors	\$48,000
Family Involvement Coordinator	\$60,000
Family Involvement Specialist	\$42,000
ELL/SPED Teachers	\$48,000
Guidance Counselor	\$52,000
Facilities/ Custodian	\$48,000
IEP Specialist	\$40,000

Five Year Staffing Plan

Position	Start-Up 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
School Leader	.5	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
Director of Curriculum & Instruction	0	1	1	1	1	1
Finance Manager (contracted)	0	1	1	1	1	1
Dean of Students (grade level position)	0	2	2	3	4	4
Director of Clinical & Social Services	0	1	1	1	1	1
Family & Community Services Coordinator	0	1	1	1	1	1
Family & Community Services Specialist	0	0	1	1	2	2
Vocation Chairs	0	3	3	4	4	5
Technology Coordinator	0	1	1	1	1	1
Guidance Counselors	0	1	1	2	3	4
Core Curriculum Teachers	0	12	23	30	35	45
AP Teachers: Math, ELA, Science, History	0	0	3	3	4	5
Classroom (non-core)	0	2-SPED 1- WL 1- ELL 1-Music 3- CTE instr.	2-SPED 1- WL 1- ELL 1-Music 3- CTE instr. 1-Pers. Fin.	3-SPED 2- WL 2- ELL 1-Music 1- Art 1- Health/ PE 4- CTE instr. 1- Per. Fin.	4-SPED 3- WL 3- ELL 1-Music 4- CTE instr. 1- Per. Fin. 1- Art 1 Health/ PE 1 Gifted	4-SPED 3- WL 3- ELL 1-Music 4- CTE instr. 1- Per. Fin. 1- Art 1 Health/ PE 1 Gifted + 3 AP
Student Support- Social Workers	0	1	2	2	3	3
Registrar	0	1	1	1	1	1
Registrar Assistant	0	0	1	1	1	1
School Secretary	0	0	1	2	2	2
Specialized School Staff (Career Services)	0	1	1	1	2	2
Teacher Aides		2 (interns)	2 Paid 2 Interns	3 Paid 2 Interns	3 Paid 2 Interns	3 Paid 2 Interns
School Nurse	0	.5	.5	.5	.5	1
Data Analyst	0	1	1	2	2	2

To ensure sufficient time to collaborate around planning and reviewing lesson and unit plan, and to focus intently on their areas of expertise, Met Tech staffing plan is constructed so that teachers will teach four sections of the same class (permitting teachers to create only one

rigorous daily lesson plan- including evidence SPED/ELL modifications). In addition, teachers will facilitate one Mastery Skills Building Course, and a daily advisory.

Met Tech will align its benefits package to that of the Shelby County School District. Benefits will include Health, Life, Vision, and Dental with Met Tech covering 75% of the employee's benefits. Employees that are married and the spouse has employer coverage, Met Tech will not offer coverage to the spouse. Employees will be responsible for coverage of dependents. Benefit coverage will be evaluated annually. Employees will select coverage during open enrollment or with a qualified life event.

J. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

The Employee Handbooks contains rules, regulations and general information regarding School employment policies and procedures. All employees of Met Tech are considered, "At-Will" employees. Employees are encouraged to become familiarized with the employment relationship.

K. Include a copy of the school's employee manual and personnel policies as Attachment I. Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

Recruitment

All employees must be committed to the high academic standards of the School. Faculty must have the ability to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community. Quality teaching requires energetic, creative, knowledgeable persons who possess a desire to make education exciting and to make a difference in the educational experience of each student.

If students are to succeed to their maximum potential, having a quality teacher working with every student is paramount. The Governing Board and the school leader are committed to recruiting, selecting, inducting and retaining highly effective teachers. It is recognized that hiring talented people who continue to develop skills and increase their value to the school and to students is critical and that high performing educators are the School's most important asset. The purpose of the employment procedures and policies is to recruit employees who contribute to the School in a way that aligns with the organization's mission and behave in a way that is consistent with the organization's values.

Screening

The School will employ a systematic approach to screen applicants to ensure that final candidates meet the qualifications for the position. Screeners ask questions of applicants that focus on their abilities, skills and experiences in an initial screening interview. Then as the applicant pool is narrowed, successful applicants advance toward a more in-depth building-level

interview with the School Principal and/or interview team.

Selection

The selection process is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines.

The following information is used to guide the process of paper screening applications, analyzing oral interviews, and teaching demonstrations:

School Principal: Responsible for the administration of the School

- ☐ School Principal must have Educational Leadership Certification
- ☐ Educational Background- Degree in Education with appropriate school grade background; experience as an educational leader
- ☐ Teaching experience
- ☐ Knowledge of the needs of the School's population
- ☐ Ability to work with community agencies and resources
- ☐ Experience in working with school boards, board of directors, and advisory boards
- ☐ Experience in the start-up of a new school
- ☐ Skills in using technology as a tool for learning and monitoring student progress
- ☐ Knowledgeable of curriculum for appropriate grades of student body
- ☐ Motivated to establish innovative and creative learning programs
- ☐ Dedicated to providing supplementary programs to enhance student learning
- ☐ Committed to professional development programs for faculty and school concepts
- ☐ Ability to implement staff development and training
- ☐ Promoter of positive school climate
- ☐ Committed to enabling each student to reach his/her personal best
- ☐ Assistant Principal must have Educational Leadership Certification
- ☐ Responsible for assisting in the supervision of the school program and the curriculum
- ☐ Possesses similar qualities as designated for the School Principal

Classroom Teachers:

- ☐ Educational Background- Bachelor's Degree or higher in Education and/or area of specialization in the grades he/she is teaching

- ☐ Presents positive teaching evaluation history
- ☐ Displays exemplary personal presentation and interpersonal skills
- ☐ Demonstrates strong written and oral communication skills
- ☐ Literate in computer skills
- ☐ Demonstrates in-depth knowledge of subject area
- ☐ Understands various teaching methods and learning styles
- ☐ Ability to make learning exciting and interactive for students
- ☐ Committed to the academic development and character development of each student
- ☐ Displays enthusiasm, flexibility, and innovative techniques toward education
- ☐ Ability to work effectively with parents, students, resource personnel, and other school wide groups of individuals
- ☐ Engages in continual professional development seminars, presentations, and organizations
- ☐ Professional Certification

Interviews

The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective. The interview process for hiring instructional staff uses a panel or team interview approach, assembled by the School Principal. Final candidates progress to an interview with the School Principal. The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate their responses.

Research-based data on interviewing and the qualities of effective teachers provides the foundation for the teacher selection process. According to research, six quality indicators of teacher effectiveness ultimately influence student achievement. They are: 1) pre-requisites of effective teaching; 2) the teacher as a person (i.e., personal attributes); 3) classroom management and organization; 4) planning for instruction; 5) implementing instruction (i.e., instructional delivery); and 6) monitoring student progress and potential (i.e., student assessment and student expectations). These quality indicators are explicitly linked to core qualities of effective teachers, and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants as shown in the table below:

Hiring Policy

Interviewed applicants are required to complete an Employment Application and a Release of Information form. The Release of Information form allows the School to conduct a background check and verify the candidate's employment history.

The School is an equal opportunity employer and does not unlawfully discriminate in their

employment practices. The hiring policy is to offer equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job related disability, physical or mental handicap, or any other characteristic protected by law.

Pursuant to all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1963, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, Worker's Compensation and Unemployment Compensation.

Hiring Qualifications

The School will comply with TN DOE mandates, the minimum and preferred qualifications for each instructional and student service position applicable to the School will be available for review. Qualification information will include degree(s) held, past teaching experience, certification, years of experience, and any other relevant information.

Upon selection, education credentials will be verified by Human Resources. The verification process includes checking for clearance of disciplinary actions. All employees will be fingerprinted and have background checks conducted as required by TN DOE. The School will contract with the district to process fingerprinting and background checks. The support staff will include cafeteria staff, custodians, paraprofessionals, secretaries, and substitute teachers, and others approved to support the School's programs. All support staff will be required to be fingerprinted and have background checks prior to employment.

Certification Monitoring

Teachers' certification status will be actively monitored throughout their career with the School. Human Resources will maintain a file for every teacher (and staff member) and ensure that their certification is current. Teachers who do not possess current certification will be separated from employment until such certification may become current. It is the responsibility of the school leader to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline. Non-renewable certificates and 5-year renewable requirements will be actively monitored for compliance by the school leader.

Offer of Employment and On-boarding Practices

Processes are in place to ensure hiring is consistent with all state and federal law and supports the School's budget. Approval processes are followed that include school requirements, human resources consistency, and financial accountability. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended.

Upon acceptance of the offer, a New Hire Packet is presented to the new employee. The packet includes the required human resources and payroll forms, such as I-9 (to be completed within 3 days of employment), W-2, state income tax form, Employee Handbook (and acknowledgement page), and information related to company-offered benefits.

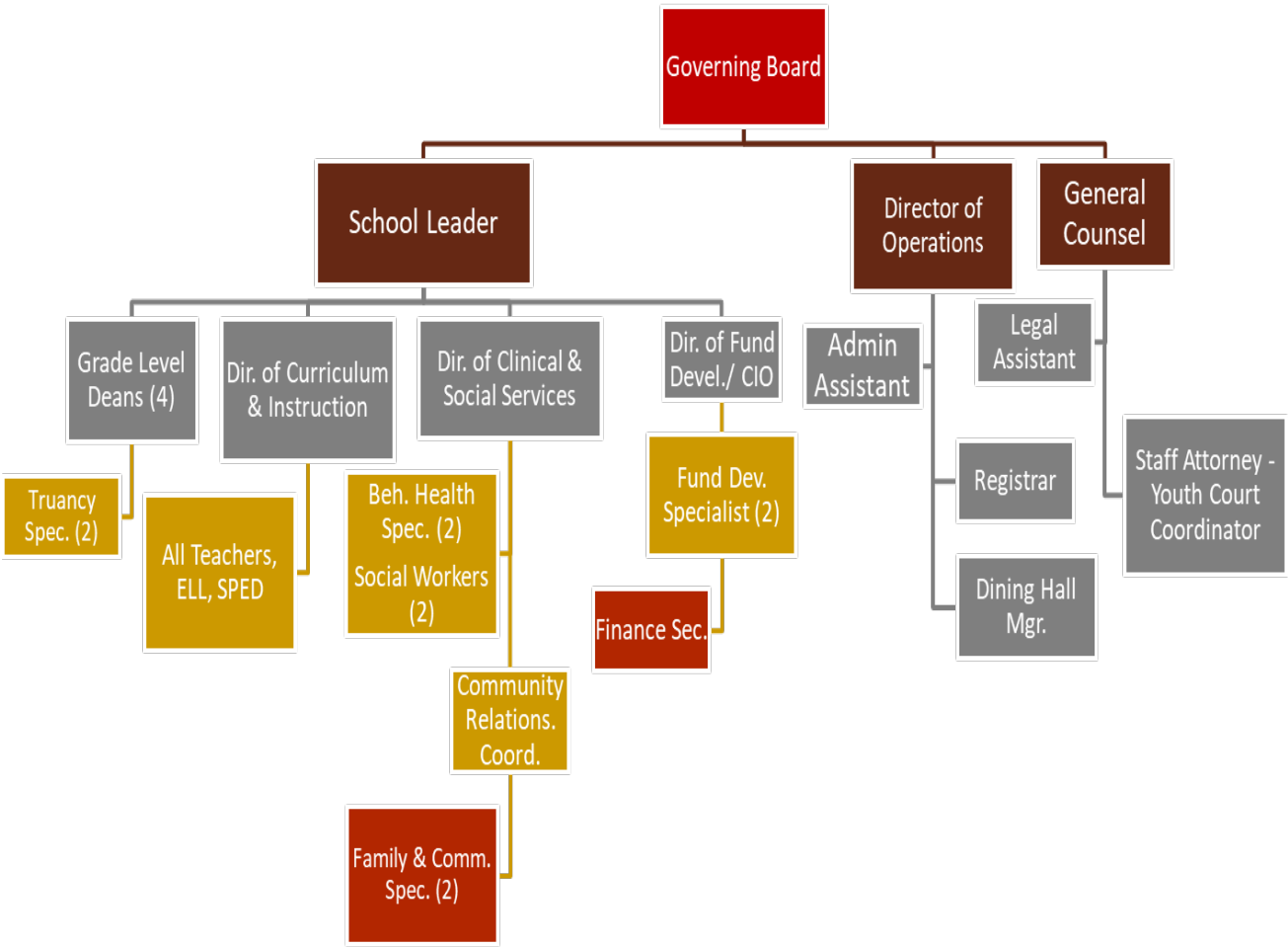
Employment Offers

Every hired employee will sign an offer of employment. Staff will be hired “at will” on a year to-year basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel will be considered 10-month employees paid over a 12-month period. Instructional personnel will begin approximately two weeks prior to the start of school and work about one week after the end of school. According to state statutes, a person may be ineligible for employment within the School based on specific criteria. The School will adhere to the parameters of such statutes.

New Teacher Orientation

Once the above requirements are satisfied and the candidate is hired, new employees participate in a mandatory Human Resource Orientation geared to familiarize new employees with the School, company history, vision and mission, and to review key areas of our Employee Handbook. The first 90 days of employment are considered an orientation period, during this period new teachers go through a Teacher Induction Program

Figure A: Initial Organization Chart of Met Tech



2.5 Professional Development

- (a) Describe the expected number of days and hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.***
- (b) Identify the person or position responsible for professional development.***
- (c) Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of IEPs, discipline of students with disabilities, and communication with EL families.***
- (d) Provide a schedule and overview of professional development that will take place prior to the school's opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or challenging aspects of the chosen curriculum.***
- (e) Describe the plan to cultivate future leadership capacity.***
- (f) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.***
- (g) Explain how the school will provide orientation to teachers that are hired mid-year.***

Professional Development & Support

School leadership team members and the staff at large, will engage in on-going professional development that is centered around the 4 major leadership principles (Instructional Leadership, Cultural Leadership, Personal Leadership, and Adult/Team Leadership) geared toward developing high performing, collaborative teams. Under the Major Leadership Principles, development and support for each big area will be guided by focused work in the researched-based identified areas that lead to school-wide success: Goals/Goal Setting, Implementation, Efficacy, and Teams.

As a school team, we will engage in School leadership team members and the staff at large, will engage in on-going professional development that is centered around the 4 major leadership principles (Instructional Leadership, Cultural Leadership, Personal Leadership, and Adult/Team Leadership) geared toward developing high performing, collaborative teams. Under the Major Leadership Principles, development and support for each big area will be guided by focused work in the researched-based identified areas that lead to school-wide success: Goals/Goal Setting, Implementation, Efficacy, and Teams.

As a school team, we will engage in professional development cycles that allow us to address how each of our roles and work fit together to get better at each of the larger umbrella areas through the smaller areas. The Met Tech Professional Development Model is designed to develop and support team members across academic and non-academic roles. The expectation is that each team member grows and develops in his or her role to ensure collective success of the school.

Met Tech will institute a multi-faceted, comprehensive professional development system that equips faculty with the skills and knowledge needed to ensure students achieve academic and personal excellence. The system will incorporate teachers' continued learning and growth along three dimensions: individual development, team development, and school-wide development. By designing development initiatives across these dimensions, the school will effectively differentiate development to best address the diverse growth needs of individual administrators and teachers while supporting ongoing development across the full faculty and building and reinforcing expertise and coherence across all aspects of the school.

The overall system is intended to be adaptable in ways that best promote the school's goals and mission. Each year, a rigorous data-oriented evaluation of the school's professional development offerings will be conducted to ensure that the program is significantly improving student learning. Several components of the New Leaders various teacher leader, aspiring administrators, and instructional leadership team frameworks will be adapted and used to continue to develop and refine a professional development model that meets the needs of all Met Tech staff members. Our ultimate goal is to develop a team of high performing, high functioning, highly effective educators who will create the best possible outcomes for students.

Components of Professional Development

Professional development at Met Tech is designed around the belief and understanding that a leader's effectiveness directly impacts the effectiveness of his/her school team, which in turn drives student outcomes. Therefore, all staff members will receive continuous, targeted feedback and coaching and support in order to reach the highest levels of their potential, in turn, raising the growth and academic achievement levels of our students.

Our work is complex and includes developing the School Leader's individual leadership skills; building strong, trusting relationships; ensuring high quality, rigorous instruction; creating an achievement-based team and efficacious culture; and leveraging the strengths and skill-sets of team members in order to get results.

The Instructional Leadership Team at Met will support teacher development and growth while building capacity within themselves. In order to do this well, the team must engage in a focused cycle of inquiry that promotes growth and improvement in order to truly impact school-wide teams. Based on the Academy's goals and metrics, the ILT will engage in specific content focus areas designed to strengthen their leadership capacity as well as improve the overall growth and academic achievement results of the school.

Those focus areas include: Data Analysis, Effective Implementation, School-wide Efficacy, and Teaming. The professional development model will be based on the content, tools, and resources of the New Leaders, Inc. Cycle of Inquiry. These pieces of content, tools, and resources will allow the teams at Met Tech to address growth and development individually, with teams, as well as school-wide. The Professional Development model will focus heavily on identification and building of effective practice, observation, coaching, and feedback. The expertise of the Executive Director and specific Board of Trustee members will support these efforts.

We understand the importance of dedicating structured time learn and grow together around the adaptive aspects of our work; cultural competence, culture building, professionalism, major core content, specialty content, and exploratory content in order to develop our collective practice. It is equally as important for team members to learn and understand the technical daily compliance pieces that allow the school to remain operational.

Team members will be professionally developed around federal compliance policy and regulation during the Summer Institutes, Fall & Winter Retreats, as well as through monthly communities of practice. Internal and external experts will be active participants in ensuring team members are well versed in compliance as well as effective practices around supporting our SPED and ELL populations. These communities of practice will provide a consistent work space for academic and support staff to learn, build strategy, and grow in their practice together.

In addition to implementing an effective cycle of inquiry on a nine-week rotation, staff will engage in key learning and communities of practice that allow them to continue to grow their skillsets. This is where our team will fuel innovative thinking and share effective practices across content, work streams, and grade levels. The Director of Operations, School Leader and Instructional Leadership Team will also seek opportunities for staff members to enhance their skillset by seeking external learning options such as the Emerging Leaders Program and graduate level options such as Relay Graduate School for teacher leaders. Examples of internal strategies are listed below:

Teacher Coaching/Feedback through Observations: All Met Tech teachers will have a designated instructional coach (either the School Leader or Director of Curriculum, Instruction & Assessment, in addition to the Coordinator of Support Services, Dean of Students, Culture & Enrichment, and Assistant Director Of Curriculum, Instruction & Assessment (as of year 3- as the school expands) and receive personal coaching on their classroom instruction through classroom observations followed by immediate, actionable feedback. Relying on the same standards and benchmarks used during formal observations, a coach will formatively observe and provide feedback to his/her designated teachers on a weekly basis. Unlike the formal observations described above, these informal observations will not be directly linked to the teacher's evaluation, but rather will serve as an opportunity to focus formatively on a teacher's areas in need of growth to improve in those areas. Given the frequency of informal observations, the format, and delivery of feedback will differ from formal observations. Following a formal observation, a standard debrief will occur between the teacher and his/her coach. Following an informal observation, teachers will receive feedback verbally or through written means (either a note or email) perhaps accompanied by video footage.

Staff Mentoring/Peer Observations/Co-Planning: Teachers will be paired with peers to provide opportunities for staff mentoring, peer observations, and co-planning during common preparation periods. Pairing decisions will be based on teachers' schedules, content areas, grade levels taught, and relative strengths and areas in need of growth. During the summer, pairs will create an action plan for the trimester, including meeting times, shared goals, and areas of growth. At the close of each trimester, pairs will self-assess their progress and submit a brief written analysis to the Head of School and Director of Curriculum, Instruction & Assessment. Pairs will act as thought partners and both support and push each other to hone their skills.

Content-based Video Study Groups: Met Tech will offer video study groups, which provide an opportunity for teachers to collaborate with colleagues in the same content area to further develop their skills through the analysis of real day-to-day video footage. On a bi-weekly basis, teachers will identify specific areas that they wish to develop. They will then record and select video clips of their teaching and, in content-specific small groups, analyze footage according to a set protocol to support a deeper understanding and improvement in each teacher's selected focus area. (Wilson & Berne, 1999).

Individual Enrichment Opportunities: Individual enrichment opportunities will allow teachers to self-select learning opportunities beyond the walls of the school and take ownership over their development. Examples include visitations to other schools to see other talented teachers in action, graduate-level courses in a given content area, training and conferences offered by institutions such as the NYC Chair School Center, and fellowships such as Fulbright Teacher Exchange. When possible, the school will sponsor and subsidize teachers in these opportunities contingent on the specific opportunity and its promise of contributing to school culture, professional development, and student learning. Following the teacher's participation in the opportunity, the teacher will formally share his/her learning with fellow staff members.

Targeted skills development and training: These trainings, which will occur every other Wednesday for one hour and commonly be facilitated by Met Tech staff, will focus on individuals, teams, or the full faculty. The schedule and topics selected for trainings will be informed by classroom observational data and perceived teacher needs and focus on developing the skills necessary to best address students' academic and non-academic needs. As described in Evaluation, steps will be taken to assess each training's value to teachers in enhancing their instruction, thereby improving student learning.

Unit/Lesson Planning Cycle: Each week, teams of faculty, under the guidance of the Director of Curriculum, Instruction & Assessment, will take part in a lesson planning process, which entails the creation, review, and revision of lessons plans before they are taught. By participating in this process, colleagues will learn from one another as they collaborate in creating, reviewing, and editing lesson plans.

Grade-based/content-based instructional rounds: Teachers, at the grade or content level only, will conduct instructional rounds every other month. Teams of educators from inside and outside Met Tech will convene at the school for a full day to explore a pre-identified, school-wide problem of practice. Instructional rounds, as indicated in research conducted by City et al., (2009) will aim to improve teacher practices, as well as provide opportunities for teachers to observe one another's classrooms, gather ideas, share feedback, and build greater consistency and coherence across classrooms.

Summer and Winter Staff Development Institutes: Each August, all staff will convene for a ten-day summer institute with the goal of preparing for the upcoming school year. This professional development will be designed to address the needs of individuals, teams, and the entire school faculty. Similar trainings will be offered in the winter institute, which takes place over two days in January. For both institutes, trainings will often be based on the support needs of students and

informed by aggregated and disaggregated student performance and classroom observation data. We will tap into the expertise of individual faculty members to help facilitate these sessions whenever possible and solicit outside expertise when necessary.

Critical Friends Group for the Leadership Team: Met Tech's Leadership Team will create and pilot a Critical Friends Group (CFG) in the school's first year. The purpose of the CFG, as suggested by Key (2006), will be to coordinate honest and productive conversations among Leadership Team members, thereby enhancing student learning. The team will meet monthly and, following a set protocol, discuss topics relevant to leadership, including effective communication with staff and colleagues, division of responsibilities among leadership, and general areas of concern that are pressing to the school's functioning.³⁶ At the end of each meeting, the team will reflect on the meeting's value and discuss ways of improving the protocol. At the end of the year, the team will assess the value of the CFG and determine whether it is worthy of continuing and expanding to other school-based teams in year two and beyond.

Board Retreat: Each summer, the school's Governing Board will participate in a day-long retreat that focuses on its professional development. The topics of professional development will largely depend on the needs of the school and needs of the Board in addressing those needs. The individual goals of Board members and their self-assessments will be integral to this effort. This information will assist the Board Chairperson in coordinating presenters and events designed to address Board members' needs and identified areas in need of growth.

School Quality Review: As described in detail in Evaluation, the quarterly school-wide reviews are designed to evaluate the implementation and effectiveness of the school in educating its students as specified in our mission and strategic goals. The professional development for the school's staff for the upcoming year will be partly informed by the findings and recommendations resulting from these reviews.

2.6 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements. As Attachment J, please provide the following:

(a) A list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers), surety bonds pursuant to Tenn. Code Ann. §49-13-111 (n) and sexual abuse; and

(b) A letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify the department of education

³⁶ Redesigning Professional Development, ascd. March 2002, Vol. 59, No. 6, pg. 25-27.

within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

Founders have had discussions with our current insurance broker, Crump Insurance Services who provides coverage for Metamorphoses, Inc. The broker anticipated putting in place the following insurance coverage prior to Met Tech beginning operations to meet any applicable requirements, including those of authorizing agencies.

Insurance Summary

Coverage	Limit
General Liability	1,000,000 / occurrence 2,000,000 - \$3,000,000 aggregate
Worker's Compensation	Statutory limits under TN laws
School Board/ Professional Liability	\$5,000,000
Employee Benefits Liability	\$1,000,000
Umbrella Coverage	\$5,000,000
Property/building/equip/ lease and boiler machinery coverage	100% replacement, business interruption

Met Tech anticipates that coverage will only be placed with insurance companies with "A" ratings.

2.7 Transportation

- (a) How will you transport the students to and from your school daily, if applicable?*
- (b) How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips, where applicable. Also include budgetary assumptions and the impact of transportation on the overall budget.*
- (c) If applicable, outline your proposed transportation plan as follows:*
- Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight;*
 - Describe how the school will transport students with special transportation needs and how that will impact your budget; and*
 - Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.*
 - Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116*
- (d) If there are no plans to provide transportation, explain how you will ensure students can get to school.*

Met Tech will contract with Premier Transportation for transporting students to and from school as well as to the partner schools for their Dual Enrollment programs. Bus Routes will be established once pre-registrations are complete. Met Tech is also engaging in conversations with

MATA for a bus stop in front of the school. Met Tech students that live on a MATA bus route will be provided annual student bus passes in the event it is not fiscally feasible to designate an area for a bus stop. Bus routes are determined by the number of registrations for a specific area where there is close proximity between residences of students. There is currently a bus route along Goodlett Farms Parkway.

Premier has contracts with other schools for their transportation needs. They will be responsible for all liability coverage. The cost for Premier is far less than that of Durham Bus company. Contracting with Premier will have less impact on our transportation budget.

2.8 Food Service

Describe the school's proposed food service plan and include the following:

(a) A clear description of how the school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations; (b) Include any plans to meet the needs of low-income students; and (c) How the school intends to collect free and reduced price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).

Met Tech intends to utilize the Office of Food and Nutrition Services of Shelby County schools to provide breakfast and lunch to students. All students enrolling at Met Tech will complete School Meals Application forms required for participation in federal free and reduced-price breakfast and lunch. The Director of Operations and School Leader will initially be responsible for ensuring completion of all School Meals Application forms for Met Tech.

Based on the current demographic information, Met Tech assumes that approximately 85-90% of the enrolled student body will be eligible for free or reduced-price meals. Met Tech will comply with all applicable guidelines concerning nutritional value, meal pricing, determination of eligibility and reporting requirements.

Met Tech will have a sufficient kitchen facility to receive hot foods from Shelby County Schools District. Met Tech will contract with Shelby County School District to provide hot meals. The kitchen facility will be equipped with warming stations, refrigerator and minimal kitchen staff who will coordinate daily meal partial and full payment. Snack purchases will be available for additional costs.

Met Tech will hire cafeteria staff that will be vetted and hired to manage the flow of receiving meals, serving meals and collecting full or partial lunch fees. All funds will be receipted daily and deposited with Met Tech's daily bank drop.

2.9 Additional Operations

Describe the school's plan for supporting operational needs of the following:

(a) Technology: • Describe how the school will ensure student access to technology required for state mandated assessments, include infrastructure requirements and costs in budget section; • List the technology that will be required to meet the academic and operational needs

of the school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.

Met Tech will provide students with access to a variety of technology resources. Parents must complete an Opt-Out Technology form if they do not wish for their student to have access to technology resources. Students must follow the acceptable use policies found in the *Parent-Student Handbook*.

Met Tech will create an additional system of instruction delivery through a series of asynchronous courses. Students may access their lessons at any time. Met Tech will obtain licenses for all digital materials. Students will be assigned laptops with access to their textbooks and other educational materials from any location. The interactive grade book will provide 24/7 access to each student's progress and archives past quizzes and test which can be viewed online.

Met Tech will create a learning environment similar to post-secondary institutions that provide full online degrees. The logic behind it is to mitigate interruptions to the learning process when a student must school. The process of building personal accountability and academic responsibility created independent students who are well prepared to enter a college of their choice.

Classrooms will be equipped with equipment that will allow for a student to attend school remotely should they need to participate via video. This platform does not negate a students' mandated attendance. This platform is in addition to the mandated attendance should the student need to access daily lessons for additional study time, coursework review, etc. Only in extenuating circumstances will a student be allowed to use this platform in a total virtual setting, i.e. long-term illness.

Internet and Safety Acceptable Use

Educational Enhancement

- Internet access is being provided by Met Tech for the sole intent of educational enhancement.
- The internet will be used strictly as a resource to enhance classroom instruction and high-quality research; this means that the school reserves the right to monitor and place reasonable restrictions on the material accessed by students through the internet.
- Students may use the internet for class-related work under the supervision of an authorized adult for a class.
- Met Tech provides various technologies to access the internet. All student use of technologies, including but not limited to accessing the internet, must abide by the Acceptable Use Agreement.

(b) Student information management:

• Describe how the school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.

Met Tech will adapt all Family Education Rights & Privacy Act policies and procedures used by Shelby County Schools to maintain the highest level of student records, information data, and files at the school. This includes storing all hard copy files and records in secure filing system located in a non-public location within the school. Access to student records will be permitted via the school leader and designated school staff. FERPA requires that Met Tech with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from the student record.

The Student Information Management System chosen by Met Tech will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 which was enacted to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Met Tech will employ a Chief Privacy Officer to safeguard student privacy. We will also rely on assistance from the Department of Education's Privacy Technical Assistance Center for resources to ensure that we have a robust Student Information Management system that has a history of working with school districts and has safeguards in place that comply with federal and state laws.

(c) School health and nursing services:

- ***Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a School Nurse and a description of his/her role in the school***
- ***Include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.***

Met Tech health services program will ensure that each student has a certificate of immunization that complies with the Public Health Law at the time of registration or within the acceptable time frame after enrollment. Prior to the first day of school, under the law for medical (subject to certain contraindications and religious exemptions).

Met Tech will comply with the state Coordinated School Health Laws. Met Tech will hire a part-time RN in Year 2. Met Tech will utilize the *Guideline for Use of Health Care Professionals and Health Care Procedures in a School Setting* and the guiding principle. Met Tech will coordinate health services with external partners to include UTHSC for health assessments. Parents must complete the Wellness packets sent home by students in order for a student to participate in the wellness assessments. All HIPAA and privacy laws will be observed for strict compliance.

All faculty and staff will have access to first aid resources with all leadership team members obtaining CPR certification.

(d) Safety and security:

- ***Describe your plan for safety and security for students, staff, guests, and property. Identify the person or position responsible for school safety operations;***
- ***What will be the process and timeline for creating a school crisis plan?***

School safety is tantamount to our responsibilities to our students and personnel. In addition to the school safety plan, Met Tech will plan for Emergency Operations. Met Tech will contact the Office of Disaster Preparedness and the Tact Unit to assist in identifying threats through a threat assessment and the development of its Emergency Operations and Disaster Preparedness Plans. The school crisis plan will be created within 45-days prior to the opening of the school.

At orientation, parents and students must bring state identification. Authorized emergency contacts will need to register their state identification with the school within the first 30-days of the school opening. All parents, guardians, students, and emergency contacts will be registered in the Lobby Guard system. Lobby Guard will provide additional layers of security in terms of a visitor manage system.

Students and staff will be issued school identification. Identification must be displayed at all times while on the school campus. Lobby Guard will allow office staff to run background checks on all who attempt to sign into the school. Lobby Guard will be used by students who check in late or leave early. Visitors must wear “visitor badge” at all times while on the school campus.

Staff identification will be equipped with mag strips that control access to the building. Students will be required to wear their student badge while on school campus. Security cameras will be installed in the areas identified through the threat assessment.

(e) School maintenance.

• Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.

The properties that have been identified by Met Tech for its school location includes school maintenance. Met Tech will contract custodial staff to maintain school cleanliness.

(f) Any additional operations as applicable.

(g) If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please detail:

- The name of the CMO or other partner organization if known;***
- Selection process and criteria;***
- Division of roles between the board and the service provider, and how conflicts of interest will be checked;***
- How performance of the provider will be measured;***
- Conditions for renewal and termination of the agreement;***
- Any monetary obligations of the CMO agreement; and***
- Include a copy of the CMO agreement as Attachment K, if available.***

N/A

2.10 Waivers

Pursuant to T.C.A. § 49-13-105, a sponsor of a proposed charter school may apply to either the local education agency or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement.

Waivers may not be granted for requirements related to:

- Federal and state civil rights;
- Federal, state, and local health and safety;
- Federal and state public records;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings;
- At least the same equivalent time of instruction as required in regular public schools;
- Teacher evaluation; or
- Requirements in the charter school statute, T.C.A. 49 Chapter 13 or State Board of Education rules and regulations specific to charter schools.

State Board of Education Rule or Policy	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement
Attendance and Length of Term TN Education Statute 49-6-403(2)(A)	No senior high school shall be established and maintained with fewer than three (300) pupils in daily average attendance	Met Tech has an annual projected enrollment, proposed qualified staff and supportive budget and shall maintain proper and compliant policies and procedures for all students, even if the number is less than 300 in year 1.	Met Tech would be in operation for students who enroll and would like to take part in the school's rigorous integrated academic program.
Career Ladder TN Education Statute: 49-5-5002-5010, 49-59-5206-5209, 49-5-5301, 49-5-5304-5306, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504 -5506	Staff eligible for Career Ladder to be compensated for Career Ladder.	Met Tech shall not participate in any Career Ladder step payment structures.	Staff of Met Tech will be eligible for incentives based on effectiveness via retention plans developed by Met Tech
TN Education Statute: State Board Rule: 0520-1-3-.07(2)	Schools with 500 or more students must have a full-time librarian; schools up to 499 shall have a half-time librarian; fewer than 400 principal to designate a staff member to serve as librarian; designated staff member to cover library	Met Tech will not enroll 500 students during Year 1 and does not require a Librarian. Academy will be a co-location and will employ a staff member who will coordinate library services with co-location services. A	Students will be exposed to a high level of grade appropriate and high interest materials via the Legacy Leadership Academy staff that will be integrated into their curriculum.

	operation after school day hours	Librarian may be added to staff at a later date.	
Library Information Center Collections TN EDUCATION STATUTE: STATE BOARD RULE: 0520-1-3-.07(3)	The collection shall average at least 12 items per student in average daily membership.	The Academy shall build a full collection suitable for meeting the needs of all students over a five year period.	Students will be exposed to a variety of hard copy and electronic educational materials as well as real-time experiences that will impact their academic performance.
School Year Commencement TN EDUCATION STATUTE: 49-6-3004(f)	The school year shall commence on the Tuesday following Labor Day unless either the school board in an LEA votes by a majority of its membership to open schools on a different date, or a private act establishes a different date for the opening of schools in that LEA	Met Tech has developed a calendar including a longer school year and earlier start time to maximize as many learning days as possible throughout the academic year_ The local board may grant Met Tech Board of Trustees the authority to determine the length of time for which the Academy will be in session_	Met Tech expects that as a result of the waiver, it will be able to implement its curriculum and schedule in a manner that ensures students meet the educational standards of Met Tech
Use of Unapproved Textbooks TN EDUCATION STATUTE: 49-6-2206 STATE BOARD RULE: 49-6-220	No teacher or principal in a TN public school shall allow to be used a textbook whose subject is excluded by the commission, unless the textbook contains a subject that is included in a textbook that was previously listed and purchased with public funds. Principals and teachers in violation of this provision shall be fined between \$10 and \$50 dollars, inclusive	Met Tech and GB will develop additional supplemental textbooks for each core content and enrichment course based on curriculum materials	Students will experience a variety of instructional materials in order to meet their instructional goals.
Licensed Personnel Salaries TN EDUCATION STATUTE: 49-3-306(a) STATE BOARD RULE: 0520-1-2-.02 49-3-306(a)	The commissioner, as approved by the state board of education, shall annually formulate a table of training and experience factors and a state salary schedule to be effective for each school year, which shall be applicable to all licensed personnel in every LEA, and which shall include an established base salary per school year consisting of a term of two hundred	Met Tech's Executive Director and GB will determine the salaries of all staff, including starting salaries, incentives, and bonuses.	Met Tech values its staff and students and will compensate staff based on experience and performance. As result of the waiver, Met Tech will be able to employ professional staff possessing unique skills/and or background, filling all staff needs.

	<p>(200) days for beginning licensed personnel with a bachelor's degree and zero (0) years of experience. Licensed personnel having more training and experience shall receive more than the established base per school year. Certified personnel having less training and experience shall receive less than the established base per school year. Such salary schedule shall not be applicable to substitute personnel</p>		
<p>Longevity Pay TN EDUCATION STATUTE: 8-23-206(a) STATE BOARD RULE: 8-23-206(a)</p>	<p>Except those excluded by the statute, all executive, judicial, or legislative branch of state government shall be paid longevity pay</p>	<p>Met Tech and GB will determine and provide reasonable longevity time for staff as needed (as not to impede the learning outcomes of its students); Met Tech will abide by all FMLA Laws.</p>	<p>Proper consideration and decision-making will be provided to staff for Longevity Leave as needed. Met Tech's policy will be developed and implemented by the Met Tech as to not impede the learning outcomes of students.</p>
<p>Tenure TN EDUCATION STATUTE: 49-5-501-513 STATE BOARD RULE: 49-5-501</p>	<p>Defines the terms abolition of position, board, conduct unbecoming to a member of the teaching profession, director of schools, incompetence, inefficiency, insubordination, neglect of duty, probation, teacher, tenure, limited tenure, permanent tenure, and transfer</p>	<p>All employees of Met Tech are At-Will employees and will be consistently assessed on their performance in regards to employment retention. Met Tech will be responsible for its personnel matters rather than the district.</p>	<p>As a result of the waiver, Met Tech will select, employ and provide professional development for its own teachers and staff, in accordance with the terms and conditions set by this Charter School Agreement.</p>
<p>TN EDUCATION STATUTE: 49-5-702-713 and 49-5-806-810 STATE BOARD RULE: 0520-1-2-.04 49-5-702</p>	<p>Leave: Any person holding a position which requires a teacher's license shall be granted leave which shall be requested in writing for military service, legislative service, maternity, adoption or recuperation of health and may be granted leave for educational improvements or other sufficient reason without forfeiture of accumulated leave credits, tenure status or other</p>	<p>Met Tech's Executive Director and GB will determine and provide reasonable longevity time for staff as needed (as not to impede the learning outcomes of its students); Met Tech will honor all FMLA Laws.</p>	<p>Proper consideration and decision-making will be provided to staff for Leave as needed. Met Tech's policy will be developed and implemented by Met Tech as to not impede the learning outcomes of students.</p>

	fringe benefits. A teacher's leave application shall include description of the type of leave, beginning and ending dates, and a statement of intent to return to the position		
0520-1-2-.04 Leave for Teachers	Leave for Teachers	Met Tech shall develop policies regarding staff leave including request protocols, forms, required documentation, etc. all in accordance with state and federal FMLA Act compliance.	Proper consideration and decision-making will be provided to staff for Leave as needed. Met Tech policy will be developed and implemented by Met Tech as to not impede the learning outcomes of students
Evaluation Contracts and Termination of Contracts TN EDUCATION STATUTE: 49-5-408-409 STATE BOARD RULE: 0520-2-2-.01 49-5-408	All teachers must make a written contract with the director of schools or board of education at a fixed salary per month before entering upon their duties in any public elementary or high school. The contracts shall be in such form as may be furnished by the commissioner of education and shall be signed in duplicate, each party holding a copy	Met Tech will implement its own form of employment agreement or contract, reflecting "at-will" employment practices.	As a result of this waiver, Met Tech will select and employ teachers and staff, in accordance with the terms and conditions set by the Charter School Agreement.
Duty Free Lunch Period TN EDUCATION STATUTE: 49-1-302(e)(l) STATE BOARD RULE: 0520-1-3-.03(4)(a)	The board shall develop and adopt rules and regulations to achieve for the 1985-1986 school year and thereafter, a duty-free lunch period for all teachers, kindergarten through grade twelve (K-12), of at least the length of the student lunch period, during which time the teacher has no other assigned responsibilities.	Met Tech will be responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, protocols, and procedures as well as providing its own training. Therefore, Met Tech requests that this statutory duty be waived or delegated from Shelby County Schools Board of education to the Executive Director and GB of Met Tech.	As a result of this waiver, Met Tech will select, employ and provide professional development for its own teachers and staff, in accordance with the terms and conditions set forth in the Chart School Agreement.
School Term Vacations and Other Non-Instructional Days TN EDUCATION STATUTE:	Provisions provided for duty free planning periods	Met Tech has developed a calendar including a longer school year and earlier start time to maximize as many	Met Tech expects that as a result of the waiver, it will be able to implement its curriculum and schedule in a manner that

STATE BOARD RULE: 0520-1-3-.03(4)		learning days as possible throughout the academic year. The local board may grant Met Tech's Governing Board the authority to determine the length of time for which Met Tech will be in session.	ensures students meet the educational standards of Met Tech.
Formulation and Administration of Behavior and Discipline Codes TN EDUCATION STATUTE: 49-6-4012 STATE BOARD RULE: 49-6-4012	The governing body of each LEA shall be responsible for formulating a code of acceptable behavior and discipline to apply to the students in each school operated by such LEA	Met Tech will be responsible for its own (Code of Conduct and Expectations) personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, protocols, and procedures as well as providing its own training. Therefore, Met Tech requests that this statutory duty be waived or delegated from Shelby County Schools Board of education to the Executive Director and Governing Board of Met Tech	As a result of this waiver, Met Tech will select, employ and provide professional development for its own teachers and staff, in accordance with the terms and conditions set forth in the Charter School Agreement.
Approval of Routes TN EDUCATION STATUTE: 49-6-2106 STATE BOARD RULE: 49-6-2106	School bus routes shall be subject to the approval of the commissioner of education in order that the most efficient and economical services may be rendered. This section only applies where specific request for such approval is made by the county board of education where the school bus routes are located	Met Tech shall determine need and actual routes of students based on enrollment projections and registration.	Met Tech will be accessible for students in areas that may not be within walking distance. Those students will have the opportunity to experience the learning environment of the Academy.
Bicycle Safety Curriculum TN EDUCATION ST A TUTE: 49-6-1003 49-6-1003	Whenever any state funds are used in any of the public schools of the state, it is the duty of the principal of the school or schools, including all sub-principals and teachers therein, to instruct pupils in the art of safety as against injury on the public thoroughfares, highways and streets of the state, and other places where the students may	Met Tech will implement its own procedures for bicycle safety and will include it in Student Orientation.	Met Tech will provide its own procedures that will encourage the exploration, growth, and development of all students as well as provide safety at the highest level.

	come in contact with, or be in danger of, bodily injury, for at least fifteen (15) minutes in each week during the time the school is in session.		
Custody of School Property TN EDUCATION STATUTE: 49-6-2004 STATE BOARD RULE: 49-6-2004	The county board of education shall have custody of all school property, the board may designate certain entities to look after the protection and preservation of school grounds, houses, and equipment	Met Tech will be responsible for all property of the school rather the Shelby County Schools Board of Education.	Met Tech will be responsible for all of its property.
Capital Outlay TN EDUCATION STATUTE: 49-3-311 STATE BOARD RULE: 49-3-311	The state board will not obligate or extend any funds for any program or capital outlay that does not comply with the minimum standards for school sites, including locations, school attendance centers, the construction of buildings for school purposes, the remodeling or renovation of buildings for school proposals of a capital outlay nature, and for equipment for buildings for school purposes	Met Tech will determine all capital outlay investments needs for Met Tech	With an approved charter, the Governing Board and Executive Director of Met Tech will make decision regarding Met Tech's Capital Outlay needs and spending.
TN EDUCATION STATUTE: 49-6-4012 STATE BOARD RULE: 49-6-4012	acceptable behavior and discipline to apply to the students in each school operated by such LEA	Expectations, personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, protocols, and procedures as well as providing its own training. Therefore, Met Tech requests that this statutory duty be waived or delegated from Shelby County Schools Board of education to the Executive Director and Governing Board of Met Tech	Met Tech will provide professional development for its own teachers and staff, in accordance with the terms and conditions set forth in the Charter School Agreement.

SECTION 3: FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet (Attachment O)

Met Tech's financial management policy and procedures will be designed to ensure fiscal responsibility and appropriate management of private and public funding. The Advisory Committee and governing board of Met Tech will have the ultimate responsibility for approving fiscal policies and providing academic, fiscal and regulatory oversight of the school. The School Leader will have the ultimate responsibility for Met Tech's financial management under the direction of the governing board. The Director of Operations will oversee the school's financial functioning, including preparation of its annual budget. The governing board will then evaluate the budget prior to approval. The Director of Operations and the School Leader will review actual expenses regularly to ensure that spending remains consistent with the budget and will provide updates to the governing board and advisory committee on a monthly basis. A proposed budget worksheet and fiscal plan for Met Tech's initial charter term is provided in Attachment O.

3.2 Budget Narrative (Attachment P)

Met Tech's financial management policies and procedures will be designed to ensure fiscal responsibility and appropriate management of private and public funding. The advisory committee and governing board will have the ultimate responsibility for approving fiscal policies and providing academic, fiscal, and regulatory oversight of the school. The School Leader will have the fiduciary responsibility for the school's financial management under the direction of the governing board. The Director of Operations will oversee the school's financial functioning, including preparation of its annual budget. The governing board will then evaluate the budget prior to approval. The Director of Operation and School Leader will review actual expenses regularly to ensure that spending remains consistent with the budget and will provide updates to the governing board on a monthly basis. A proposed budget and fiscal plan for Met Tech's initial charter term is provided in *Attachment P*.

Although Met Tech will not rely on specific grant funds for operational but will be seeking funds for the vocation program expenses, there is a plan to apply for the following grants during the Planning Year:

- State of Tennessee Title V funds- \$50,000 + optional funding (competitive dollars for new charters (only \$50,000 is shown in the budget worksheet)
- Walton Foundation Start- Up Grant- \$250,000
- Dell Foundation- \$100,000
- Ford Foundation- \$300,000
- Hearst Foundation- \$127,000
- Verizon Foundation - \$40,000
- Next Generation Learning Challenge- \$25,000
- American Honda Foundation- \$25,000
- Carnegie Corporation - \$200,000
- Northop Grumman Foundation - \$100,000
- Piedmont Natural Gas- \$10,000
- Hyde Foundation- \$50,000

- Fed Ex Cares- \$25,000
- Siemens – Sustain U
- Baptist Foundation
- Methodist Foundation
- Assissi Foundation
- Additional funding will come from corporate sponsorships.

The fiscal health and management of Met Tech will be managed by the School Leader and Director of Operations on a daily, weekly, monthly, quarterly and annual basis. The governing board will devise and implement the internal fiscal policies and procedures. Met Tech will contract with a local accountant and auditing firm to ensure the integrity of the enforcement of the foregoing policies. The school will be audited annually in accordance with GAAP standards. The accounting firm will create and deliver monthly financial statements the School Leader, Director of Operations and the governing board.

Met Tech will appropriate funding in its budget that relate directly to fulfilling the mission and vision of Met Tech. Met Tech will continue to consult with Shelby County Schools and other third-party experts to secure perspectives on all policies and procedures including governing board support, site visits and back office consultation. Procedural best practices include (i) month end accounting practices; (ii) timeliness of posting transactions in real time; (iii) internal spot audits; (iv) monthly budget reports with budget-to-actual reconciliations; (v) inventory of assets, including technology and equipment; and (vi) hiring an external firm to conduct audits.

- ❖ **Annual Financial Reporting and Independent Financial Audit:** The Director of Operations and School Leader are responsible for closing the fiscal year to ensure that the financial statements are prepared in a timely manner. The governing board will select and hire an independent certified public accountant to ensure that Met Tech's financial records adhere to Generally Accepted Accounting Practices and to conduct an annual financial audit. The audit will cover all financial reports required by TNDOE, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses. The audit will also include a report containing any significant findings or material weakness in the financial processes of the school. This audit will be conducted by applicable accounting standards and will be included in the school's Annual Report, which will be made public via the school's website. In order to prepare for end-of-year audit processes, Met Tech will also engage in quarterly mini internal audits, so all financials are accurately tracked, monitored and in compliance. This process will include the leadership team as well as the Financial Committee Board of the governing board.
- ❖ **School Model (Vocational Technical):** The team at Met Tech has designed a budget and will allocate funds to enhance and promote the model across all areas academic and non-academic). Our plan is to create a school environment that speaks clearly to Met Tech's focus as well as highlight the experiences students and supporters will engage in each year of Met Tech's operation. For example, in addition to a rigorous curriculum, in our goal of developing vocational technical internships, we will expose our students to on-the-job training, hands on learning

with employment opportunities as part of their daily learning experience. We will continue to nurture and develop their social emotional skills by fully integrating a Service Learning component. These experiences are built into the budget and will allow all students of Met Tech whether college track or vocational track to learn and grow daily. We plan to purchase evidence-based materials and resources as well as invest in the necessary technology that will allow our students to apply their learning to real-world scenarios. As Met Tech expands, the budget will be adjusted to allocate the necessary funds for décor, equipment, materials and resources and experiences to ensure Met Tech's students are fully immersed in a Vocational Technical learning environment.

- ❖ **Students:** Our students remain our primary investment. In addition to the daily and monthly operational costs, the team at Met Tech will provide allocations to cover instructional and social/emotional costs for resources, tools, and related items need to ensure our students experience success each day. These costs will include costs to cover digital textbook licenses, furniture, support resources, simulation equipment, resources and supply closet, industry specific professional uniforms for the vocation program. Met Tech will open with a founding class of 300 students across grades 9-12 with a projected BEP (***\$8,045 pp including transportation needs***) amount of \$2,413,500 for Year 1. Met Tech will add additional students per grade level each year and projects four 400 students for Year 2 (xxxxx), 500 students for Year 3 (total BEP) 600 students for Year 4 (total BEP) 650 students for Year 5 (total BEP) of operation. These funds combined with additional funding via Title I (Year 1/ 85% = ; Year 2/ 85%; Year 3/ 85%; Year 4/ 90% and Year 5 90%. Transportation allocations (Year 1; Year 2, Year 3, Year 4 and Year 5) SPED (Year 1/ 15%; Year 2/ 20%; Year 3/ 20%; Year 4 25% and Year 5 25%), school level fundraising at \$100 per student annually) and grant/donations to allow Met Tech to fully function. The goal of Met Tech is to operate from a budget that allows the school to operate in an efficient and effective manner based on student allocated funding. Although the team will actively and aggressively pursue grants, donations, and in-kind support, we expect that our effective management of student allocated funds will support Met Tech's full model.
- ❖ **Funding Sources:** In addition to the BEP allocations and state and federal allocations, students will incur minimal fees to cover Met Tech's programs. Those fees include purchasing physical education uniforms, lab, and technology resources and materials outside of general programmatic needs (Ex: tool kits for automotive program). Students will also invest time in building the brand of Met Tech by committing to actively participating in annual Met Tech fundraisers to support the growth of the school. Met Tech plans to aggressively pursue funding and in-kind support from a variety of sources including: The Walton Foundation Start-Up Grant, state grant fund ear-marked for charter start-up and operation (based on new federal and state allocations), Community Foundation, Assissi Foundation, Hyde Foundation, Chuck Hutton Toyota, International Paper, and other local/national/regional philanthropic organizations. Met Tech will solicit private financial and in-kind support via grassroots fundraising, social media outlets, and direct relationships and connections with individual supporters of education.
- ❖ **Monthly Expenditures (*explained in Attachment P*):** Met Tech will operate from fiscally sound practices. The expenditures incurred include Personnel

(salaries/benefits), General Operating Expenses, Transportation, Facilities, Athletics, and Technology and Equipment. The following information explains our monthly expenses over the course of five years: Year 1= Year 2 = Year 3= Year 4 Year 5

- ❖ **Tracking Enrollment and Eligibility:** The School Leader and Director of Operations will be responsible for tracking student enrollment and attendance eligibility, Title I eligibility, special education and ELL enrollment as it relates to state and federal entitlements, as well as other grants. The Director of Operations will track the eligibility of each student from the student recruitment phase, during registration, and throughout the school year. She/he will also be responsible for ensuring that student data is secured and protected. The budget will support the necessary resources needed to support the recruitment, enrollment, and data management of Met Tech students and staff.
- ❖ **Procurement:** The Finance/ Office Manager will oversee Met Tech's procurement practices. S/he must approve all school-related purchases up to \$500. S/he and the School Leader must approve all expenditures exceeding \$500. Purchases of \$1,000 or more will require a comparison of a minimum of three vendors according to price, quality, dependability, and delivery time, followed by the Director of Operations and School Leader's approval. Finally, purchases exceeding \$5,000 will require a competitive bidding process along with the approval at the Audit and Finance Committee of the governing board in consultation with the full board. Any expenditure that is not contemplated in the most recent budget approved by the governing board will also require prior board approval.
- ❖ **Payroll:** The Finance/ Office Manager will be responsible for the maintenance of a personnel file for each Met Tech employee. These files will include up-to-date salary, benefits, and tax withholding information including the required IRS and Immigration forms (I-9). The completed forms will be secured with access limited to Finance/ Office Manager, Director of Operations and Human Resources. Met Tech will contract HR services including payroll processing. Any contracting services will be processed as accounts payable with the issuance of Form 1099 annually. The Director of Operations or individuals under his/her supervision will record payroll expenditures to Met Tech's accounting system.
- ❖ **Cash Management Policy:** The School Leader supported by the Director of Operations and Finance/ Office Manager will use the Tennessee Department of Education Financial Accounting Policy Manual to guide the fiscal management of the school including Section 49-2-110, *T.C.A.*, which establishes the authority for schools to receive an account for student activity and other internal school funds and Section 49-2-603, *T.C.A.* though explicitly only applicable to that part, includes detailed definitions for these funds. Our policy for cash management includes any and all money, donations, and/or feed collected by or in association with the school shall be housed in one of three operating funds (general fund, restricted fund and nutrition fund) and are subject to the financial and accounting policies and procedures set for by the Tennessee Department of Education. Internal school accounting requires the establishment of funds to account for specific activities of a school's operation. Our general fund, consisting of several revenue and expenditure accounts, will be used to account for all money which is restricted for specific purposes (BEP funds, scholarship donations, board appropriations for restricted

purposes, etc.) The School Leader and Director of Operations will work collaboratively to maintain the general fund as well as support efficiencies in restricted funds. Because the school will receive state and/or federal school nutrition money for the purpose of financing cafeteria operations we will establish a separate fund designated as “Local Education Agency- School Nutrition Fund.” This fund will be used to account for such money in accordance with state and federal rules and regulations governing our school nutrition programs. The Director of Operations will work collaboratively with the Cafeteria Manager to execute a system of collecting, banking, and monitoring these funds daily. Met Tech plans to apply to the appropriate athletic bodies for sanctioned athletic programs. The budget will reflect in the restricted funds, allocated for athletic programs. Met Tech will establish a separate athletic account for each athletic group as athletic groups will be developed with expansion.

- ❖ **Internal Controls Policy:** Met Tech will rely on internal controls systems to administer internal school funds that are to provide management with reasonable, but not absolute, assurance that (1) internal school money is spent and related inventory is used in accordance with laws, regulations, and policies; (2) internal school money and related inventories are safeguarded against waste, loss and misuse; and (3) reliable information is obtained, maintained, and fairly presented and disclosed in reports. Our policy is to utilize a highly effective plan of systems and procedures designed to safeguard internal school money and related inventory, and the reliability of financial records. Guided by the specific policies and procedures of the Tennessee Department of Education Financial and Accounting and Policy Manual, Met Tech will implement accounting controls/ transaction cycles (cycles that limit the opportunity for theft of unauthorized use of the school’s money or related inventories; ensure that school money is collected and spent in accordance with laws, regulations and policies; detect errors or fraud timely; provide correct financial information; provide individuals who handle money with documentation that they properly accounted for all school money they handle, and ensure the amounts of money and inventory reported to the public align with the amounts of money and inventory found in the school and/or bank records) and controls surrounding files and equipment designed to protect computerized data therefore adopting and using systems that minimize the loss or corruption of essential data.
- ❖ **Investments:** The Director of Operations, with the approval of the governing board, will identify excess funds available for investment for the purposes of establishing reserves and capital growth. Formal approvals and transfers will follow guidelines to be outlined in Met Tech’s Financial Policies and Procedures (FPP) Manual. The Director of Operations, with the approval of the governing board, may establish credit lines and borrowing limits if needed in correlation with Met Tech’s FPP based on annual audits, financial statements, and cash flow projections. Borrowed funds, if any, will be repaid with appropriate, measurable and identifiable revenues as reflected by Met Tech’s financial statements. The School Leader will work with the Director of Operations to ensure that borrowing limits or lines of credit are adequate to meet the needs of the school. No amendment may be made to the borrowing policy and credit limits without prior Board approval. The governing board and the Director of Operations will work closely with a financial advisor to utilize an efficient

governing management system to determine best funds for investment of school funds for the purposes of reserves and planned expansion.

- ❖ **Met Tech's Team Collective Capacity:** The Director of Operations, the governing board and future school leader share a collective knowledge and expertise in instructional, educational and organizational management. Our current and former work will allow us to fully implement Met Tech's financial plan as well as ensure we meet all compliance matters and needs. Met Tech is fortunate to have a visionary that has led a nonprofit organization for more than ten years where he has worked to fundraise, develop and balance annual operating budgets and led programmatic audits. Other members of the Founding Group have led nonprofit organizations annual budget planning and close-out processes for local nonprofits and have participated in cross-collaborative efforts with other community agencies and senior leaders as well as city and county government to fully support a balanced budget. We are fortunate to have a team member that has successfully garnered and administered state and federal grants for nonprofits to include serving in a federal compliance executive capacity.
- ❖ **Investments in Academic Supports for High Needs Students:** Our students are our investment. We anticipate additional needs arising for students with special needs and have made necessary allocations in the budget. It is our goal to ensure that we cover those areas by staffing appropriately, purchasing the necessary tools and resources, and partnering with the local district to gain access to additional items that would assist us in supporting our students' needs. We will also seek to partner with surrounding community agencies and organizations for wrap-around services for our students. A major function of the Community and Engagement Coordinator and the Community and Engagement Specialists will be to identify, track, monitor and support Met Tech students and their parents/guardians, with community resources and wrap-around support services. Our investment in our teacher salaries will also allow for extended learning time for additional academic support, after-school behavior modification programs, homework help sessions and internship support. We will also have a full time Director of Social Services, SPED Coordinator and ELL teachers, to collectively drive our efforts in remediating and accelerating student learning and parent engagement. Our Tas will be graduate students from local universities at no cost but have budgeted to train these individuals. Finally, we will invest significantly in curricula well suited for the student body we anticipate serving and ensuring that we can financially support our emphasis on project-based assessments, post-secondary preparation and career exploration.
- ❖ **Financial Management:** The team at Met Tech plans to manage all financial/fiscal matters internally but will engage with outside vendors for technical support such as HR, Payroll, and Auditing services. These companies provide a diverse set of options for Met Tech in making the best possible choices for its future employees. The vendors will be required to check in monthly with the Director of Operations, school leader, and financial support staff to ensure accuracy and efficiency in specific fiscal matters of the school. We will also include in our initial contract the expectation of vendors sharing updates and recommendation on cost saving opportunities, processes for improving efficiency and benefits to multi-year services.

(insert from the spreadsheet Projected Cash Flow section)

Note: Monthly surplus will satisfy reserve allocations for emergencies as well as additional planning costs related to hiring substitute teachers and additional vocational related experiences for students.

Additional Focus Areas:

- ❖ **College & Career Readiness:** We believe preparing our students for labor competitiveness is essential to successful post-secondary completion as well as entry into the labor market. Through an integrated academic vocational curricula, Met Tech's curriculum will focus more attention on skills and knowledge needed by students to make the transition to a job or college education.
- ❖ **Staff Development & Resources:** We understand the importance of on-going professional development and resources. Team members will be provided the development, tools and resources needed to deliver the highest quality educational experiences for our students. The school leader will work collaboratively with Met Tech's leadership team to determine necessary allocations that meet the needs of the staff.
- ❖ **School-Wide Culture:** School culture is a part of the major heartbeat of any school. It is critical to promote healthy routines and expectations in order to move the needle on student and staff outcome. We have allocated funds in the budget to support the development of a high functioning, nurturing school culture; one that supports high academic expectations and genuine character development. Establishing a positive school culture and providing meaningful and inspirational interactions with the community, we will have grade level Deans, a Global Support Team, Parent Involvement Specialists, Community Inspire, and Vocation Chairs that coordinate internship opportunities. We will dedicate a significant amount of money to special events for co-curricular and elective club supplies.
- ❖ **Extra-Curricular:** Based on our Academic Plan, the budget is designed to accommodate the extra-curricular activities we believe will provide our students the necessary skills need to be successful in life. As Met Tech expands beyond Year 1, students will have the opportunity to engage in more extra-curricular activities such as competitive athletics.
- ❖ **Investments in Teacher Expertise & Growth:** Through Met Tech's plan to invest in a top-quality teaching corps, we will recruit quality state licensed teachers. We will equip talented teachers with ample opportunities to develop their pedagogical skills while generously recognizing them for their academic and non-academic contributions. Met Tech teachers may be paid a slightly higher salary than their traditional district counterparts. An added investment in teacher growth and development, approximately \$750- \$1,000 per FTE annually is allocated to an abundance of personally focused professional development offerings.

Additional Budget Summary Notes:

- ❖ Health Insurance Coverage for Staff: As an added recruiting strategy, Met Tech plans to cover 75% of staff insurance leaving staff members to cover the remaining 25%.
- ❖ GASB-45 Coverage: Met Tech will not offer GASB-45 benefits to staff members. Met Tech will be encouraged to invest in their future through additional financial offerings.
- ❖ Capital Outlay Funds: A one-time expenditure of \$300 per student @300 students for Year 1 was included in the budget.
- ❖ Interns (Instructional & Administrative): Met Tech will utilize surrounding colleges, universities, and preparation programs in order to fill the need for Teacher Assistants. This allows these individuals to gain learning experience in their career paths.

Assumptions: The budget was prepared under the support of those well versed in charter school finances. It is based on conservative assumptions, which lend confidence to the financial viability of our model.

- ✓ Per pupil revenues are held constant for five-year term.
- ✓ Met Tech does not rely on projected fundraising revenues to cover all operational expenses but will allocate portions for reserve capital over the five-year term. Moreover, the founding team will actively work to secure additional funds once a charter is received.
- ✓ While there is the possibility to accrue surplus funds over the expanding years, we will obtain a location that will accommodate Met Tech and its vocational technical programs therefore we will not pay an extensive amount of incubation lease rates, we will not assume new expenses. We will strive to maintain a reserve that is equal to 6-12 months of expenses.

Contingencies: In the event of unanticipated conditions resulting in budgetary shortfalls, we have several contingencies in place to eliminate such shortfalls. These contingencies include:

- ✓ Decreasing our expenditures which could take a number of forms.
- ✓ In the event of misalignment in the timing of cash flows, we would consider entering into a line of credit agreement with a bank or not-for-profit institution.
- ✓ Capping the 12th grade enrollment at the enrollment numbers stated for year 1. This minimizes the expenses associated with internships and funds allocated for national industry certifications.

The Director of Operations and governing board, in collaboration with the school leader will ensure that the budget supports Met Tech's mission and educational priorities, that the financial management plan is comprehensive and that each board and staff member uphold his/her fiduciary duties and other responsibilities. Met Tech's budget has been designed to cover operating costs as well as support the full implementation of the vocational technical experience for all students.

APPENDIX A:
METAMORPHOSES VOCATIONAL TECHNICAL SCHOOL
2020-2021 SCHOOL CALENDAR

Date	Description
August 3	First Day of School
September 7	Labor Day
September 17	Parent Conference
September 18	Professional Development Day (no school)
October 5	End of Quarter 1
October 14- 18	Fall Break (Students Out)
November 11	Veteran's Day (Students Out)
November 25-27	Thanksgiving Break (Students Out)
December 14-17	First Semester Exams
December 17	End of Quarter 2 (1/2 Day for Students)
December 18	Professional Development (Students Out)
December 21- January 1	Winter Break
January 4	Semester 2 Begins (Students Return)
January 18	Martin Luther King, Jr. Day (Students Out)
February 4	Parent Conferences (3-6 p.m. & 4-7 p.m.)
February 5	Professional Development Day (Students Out)
March 8	End of Quarter 3
March 15-19	Spring Break (Students Out)
April 2	Spring Holiday
May 24-26	Semester 2 Exams
May 27	End of Quarter 4 (last day of school ½ day for students)

IMPORTANT DATES TO REMEMBER	
Early Registration: June 15- June 26, 2020	
Student & Parent Orientation: July 11, 2020	
Professional Development Academy July 13-16	
Week of August 10	Assessments of students currently on IEP
Month of September	Parent University Workshops begin

Along with the CTE choices, Met Tech

Attachment B: Student Handbook/ School Forms



METAMORPHOSES
VOCATIONAL TECHNICAL SCHOOL

2020- 2021 STUDENT-PARENT HANDBOOK

DRAFT

INFORMATION

Questions? Please call the Metamorphoses Vo-Tech High School (Met Tech) Information Center at *(number to be determined)*.

Policies are subject to be modified or added throughout the school year. The current text of all policies is available in the following locations:

- Online and;
- In the Office of the Family Support Coordinator

***This handbook will be translated for all student population for those that speak languages other than English.**

SIGNATURE REQUIRED

Please sign one form for each Met Tech student in your household and return the form to the school.

I have received a copy of the 2020-2021 Met Tech Student-Parent Handbook. The signature below acknowledges that I have read and understand the handbook and related policies.

Student's Name

(please print) _____

Parent or Guardian Name

(please print) _____

Parent or Guardian Signature _____ **Date** _____

NOTE: Failure to sign and return this form to the school does not relieve the student from the responsibility of complying with the MET TECH Student-Parent Handbook.

PERMISSION FORM

SCHOOL ATTENDANCE & TRUANCY

I understand that my child is subject to compulsory school attendance laws and if my child is found to be unlawfully absent from school or habitually truant, law enforcement personnel may take my child into temporary custody and deliver him/her to the Shelby County Juvenile Court

Parent or Guardian Signature _____ Date _____

PERMISSION STATEMENTS

I confirm my child's participation in the areas identified with a check mark below:

	Yes	No
MEDIA		
Met Tech has permission to honor my child publicly, including the media.		
Met Tech has permission to photograph or digitally record my child for media and web publication.		
My child had permission to be photographed or digitally recorded by the news and other non-Met Tech media.		
MILITARY RECRUITER		
Met Tech has permission to share contact information about my child with a military recruiter.		
HEALTH SCREENINGS		
My child has permission to participate in the hearing, vision, height, weight, and blood pressure screenings.		
LAPTOP/TABLET		
My child has permission to check out a mobile device from the school library and I understand that all damages or loss of equipment must be reimbursed to the school. The maximum cost for the equipment will be \$800.		

Please print:

Student Name (First, Middle, Last): _____

Parent/ Guardian Name:

(First, Middle, Last): _____

Address: _____

Apt./Unit _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

Parent or Guardian Signature _____

Date _____

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OPT-OUT PREFERENCES

ONLY SIGN THE FOLLOWING STATEMENTS IF YOU DO NOT WANT YOUR CHILD TO ACCESS THE SERVICE.

If you choose one of the Opt-Out Preferences, return the signed form to the school.

EBSCO INFORMATION SERVICES OPT-OUT

Only sign if you DO NOT want your child to have permission to access Ebsco Information Services

I wish to exclude my child from Ebsco Information Services. Met Tech DOES NOT have my permission to give Ebsco Information Services access to my child. Failure to sign the Ebsco Information Services opt-out form will serve as an indication that your child has permission to access Ebsco Information Services.

Parent or Guardian Signature _____ Date _____

TECHNOLOGY OPT-OUT

Only sign if you DO NOT want your child to have permission to access Met Tech's Internet.

I have read the Met Tech Technology Acceptable Use Policy. *See pg. 39.* I understand that the Internet is a worldwide group of computer networks and that Met Tech does not control the content available on or accessed through these Internet sites. I understand that Met Tech will undertake good faith efforts to filter objectionable material available on sites that can be accessed by Met Tech students but that filtering efforts may not completely block objectionable content. Therefore, I am restricting my child's access to Met Tech's Internet. **Met Tech does not have my permission** to give Internet access to my child. Failure to complete and sign the technology opt-out form will serve as an indication that your child has permission to access the school's Internet.

Student Signature _____ Date _____

Parent or Guardian Signature _____ Date _____

SCHOOL SOCIAL WORK SERVICES OPT-OUT

Only sign if you DO NOT want your child to have permission to access School Social Work Services.

I wish to exclude my child from School Social Work Services. *See pg. 22.* My child will not be able to have School Social Work Services. Met Tech **does not have my permission** to provide School Social Work Services to my child. Failure to sign the School Social Work opt-out form will serve as an indication that your child has permission to access School Social Work Services.

Parent or Guardian Signature _____ Date _____

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INTRODUCTION AND RESOURCES



HANDBOOK PURPOSE

The Metamorphoses Vocation Technical High School (Met Tech) 2020-2021 Student-Parent Handbook was written in accordance with Tennessee Charter, local and federal laws and the regulations of the Tennessee Department of Education.

The Student-Parent Handbook includes the rights and responsibilities of the school community, a range of disciplinary responses, and policies of Met Tech. All members of the school community including students, parents, and guardians, principals, and school staff

have rights and responsibilities that support strong school community. Disciplinary focus on promoting positive

HANDBOOK PRINCIPLES

The 2020-2021 Student-Parent Handbook is based on the five principles listed in the shaded box. These principles provide an important foundation to guide behavior, both individually and in interpersonal relationships. If students abide by these principles, the learning environment in Met Tech will be strengthened.

The Student-Parent Handbook applies to all students at all times while they are on Met Tech' property during school hours, immediately before and after school while traveling in Met Tech-sponsored transportation, and at any school-sponsored event, including field trips. Students may be subject to disciplinary action by the school if their actions off-campus create an unsafe or disruptive school environment, interfere with educational purposes or constitute a threat to the health, safety or welfare of a student or students and/or school personnel.

If it is determined students have engaged in cyberbullying during non-school hours and the behavior seriously affects the

SCHOOL CLIMATE AND CULTURE

Met Tech defines school climate as the elements in a school associated with relationships, teaching and learning,

responses, intervention strategies and use of expulsions only as a disciplinary measure of last resort.

climate and safety of other students in the school, Met Tech may implement intervention or disciplinary responses included in its Student-Parent Handbook.

Met Tech recognizes additional steps must be taken when students with disabilities are disciplined. The Student-Parent Handbook requires the principal and school staff to follow the policies, the regulations that mandate discipline of students with disabilities, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments and developing Behavior Intervention Plans. Met Tech is also committed to using this code fairly and without discrimination based on a student's Individualized Education Program (IEP), 504 Plan, race, ethnicity, national origin, gender, gender identity, sexual orientation or religion.

physical environment and safety. Positive relationships are critical to creating a positive school climate. School leaders set the tone and expectations for the entire school community, paving the way for all

members of that community to take simple, yet meaningful, steps to improve school climate.

Schools with a positive climate and culture have:

- Positive relationships with all stakeholders, parents and guardians, students, teachers, and school staff.
- Training and resources to resolve conflicts peacefully and respectfully, with expulsions only as a disciplinary measure of last resort.
- Supports for students who are experiencing emotional crisis, trauma or serious challenges in their home and communities.
- Engaging academic and extracurricular activities for students that meet behavioral and academic needs.
- Effective communication among schools, parents, and communities.
- Clean and well-maintained environments that clearly demonstrate school pride and love of learning.
- A learning environment where students and staff feel physically and emotionally safe.

Five Principles

1. My words, actions and attitude demonstrate respect for myself and others at all times.
2. I seek to correct harm that I have caused to others in the school community.
3. I demonstrate pride in myself, in my future and in my school by arriving on time, dressed appropriately and prepared to focus on my studies.
4. I always seek the most peaceful means of resolving conflict and obtain the assistance of teachers, administrators or school staff when I am unable to resolve conflicts on my own.
5. I take pride in promoting a safe and clean learning environment at my school.

RIGHTS AND RESPONSIBILITIES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Met Tech will provide annual notice of The Family Educational Rights and Privacy Act (FERPA) and the rights it provides parents and students. The FERPA gives parents, students over 18 years of age and others certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents of eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal (or appropriate official), clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a parent or student on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks; or an attorney from the Department of Law with a legitimate educational interest. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the school can disclose education records without consent to officials to another school district in which a student seeks or intends to enroll. (*Note: FERPA requires a school district to make a reasonable attempt to notify*

the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.)

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202-4605

Student directory information is restricted in accordance with FERPA guidelines. If you do not want Met Tech to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Met Tech in writing or by completing a consent revocation form available in the principal's office. MET TECH has designated the following information as directory information:

- Student's name
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members or athletic teams
- Degrees, honors and awards received
- The most recent educational agency or institution attended

STUDENTS RIGHTS AND RESPONSIBILITIES

STUDENTS HAVE THE RIGHT TO:

1. An education that prepares them for success in post-secondary education and the workforce. This includes receiving support and guidance from faculty, a strong academic curriculum and high expectations in the classroom. Information on all options of post-secondary and careers should begin in the ninth-grade year.
2. Fair communication with teachers and administrators, having a safe and respectful relationship that will nurture their academic progress while also creating a secure learning environment.
3. Attend school and receive a free and appropriate public education as provided by law.
4. Be taught in a safe and clean learning environment. A clean and safe building is an environment that does not pose any danger to physical safety or hinder the ability to learn. Students should participate in keeping schools clean and safe.
5. Be treated courteously, fairly and respectfully by other students and staff.
6. Receive a written copy of school policies and procedures at the beginning of the school year and have access to school policies and procedures throughout the school year.
7. Bring complaints or concerns to the school principal or staff and expect a response in a reasonable amount of time.
8. Be told, orally or in writing, the reason(s) for disciplinary decisions and be allowed the opportunity to tell their side of the story.
9. Request or challenge in writing an explanation of anything in their education records.
10. Receive information about the procedures for appealing disciplinary decisions.
11. Have a parent or guardian attend applicable disciplinary conferences and hearings.
12. Have school staff or an administrator present when police are called, and have a parent or guardian notified when they are questioned during a police investigation with the exception of those situations that involve child abuse or neglect.
13. Be involved and have a voice in the decision-making policies that affect students and the school.
14. Feel safe in school without fear or worry for physical, mental or emotional well-being.
15. Fair discipline, with school discipline policies being applied equitably. The level of consequences should be based on the level of the infraction. Efforts will be made to assist students in resolving their own conflicts.
16. Healthy food in schools. This includes fresh fruits and vegetables, quality meats and nutritious beverages available in the cafeteria and in snack machines.

Students have the responsibility to:

1. Attend school daily, be prepared for class and complete assignments to the best of their ability.
2. Know and obey school rules and instructions given by the school principal and staff.
3. Tell school staff about dangerous behavior or activity that occurs on school grounds or off school grounds if it may result in disruption to the educational setting.
4. Bring only those materials to school that are allowed.
5. Behave respectfully toward everyone in the school community.
6. Keep parents and guardians informed of school-related issues and give them any materials sent home for parent or guardian by Met Tech.
7. Voice opinions in constructive ways, attend key meetings and events that directly affect their education and school.
8. Hold classmates accountable with positive peer pressure. Report when peers are carrying weapons or anything else that may be perceived as a threat. Assist in creating a classroom environment that encourages a sense of learning and support by denouncing offensive and demeaning behavior.
9. Complete all assignments with maximum effort in a timely manner. For students that desire to exercise post-secondary options, students agree to research post-secondary option and be proactive about taking the necessary steps (i.e. studying for tests, researching college on their own, etc.) to ensure their ability to qualify for their chosen path. Students that desire to pursue entrance into the workforce soon after high-school must research those options and be proactive about taking the necessary steps (i.e. identifying certifications and extended education if necessary to enter the market, industry demand, etc.). Students share those goals and plans with a faculty member.
10. Accept responsibility for their actions. Students who feel they have been disciplined unfairly should respectfully approach a staff member to discuss the situation.
11. Get to know teachers and respect teachers and administrators. When necessary, students offer constructive criticism at the right time without shame or embarrassment.
12. Hold themselves and peers accountable for cleaning up at school.
13. Make the healthier choice in food items when options are presented.

PARENT AND GUARDIAN RIGHTS AND RESPONSIBILITIES

Parents and guardians have the right to:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly and respectfully by school staff and principal.
3. Receive information and communication related to:
 - a. Policies and procedures of the school and board
 - b. Academic progress and behavior reports
 - c. Prompt notification of disruptive behavior and/or disciplinary actions
 - d. Information about due process procedures for disciplinary action
 - e. Ways to improve student's academic or behavioral performance
 - f. Services for English Language Learners and students with disabilities
 - g. Translation services

Parents and Guardians have the responsibility to:

1. Make sure their children attend school regularly and on time and, when children are absent, send in written excuse notes. *See Met Tech Policy* on attendance and truancy.
2. Support Met Tech by being a role model for their children, talking with their children about school and expected behavior and communication the value of education through words and action.
3. Be respectful and courteous to staff, other parents, guardians and students while on school premises and during school activities. Inappropriate behavior may result in restricted access to the school, school activities. The parent or guardian will be notified in writing.
4. Give updated contact information to Met Tech annually or whenever contact information changes. Provide the school with all legal documents pertaining to custody or special circumstance in a timely manner.
5. Give their child(ren) a space to complete their homework or allow participation in after-school programs that permit the completion of homework.
6. Encourage students to participate in extra-curricular activities that promote social and emotional growth in the areas of creative arts, music, and athletics.
7. Work with principals and school staff to address any academic or behavioral concerns or complaints children may experience.
8. Read and become familiar with the policies of Met Tech administrative regulations and this Student-Parent Handbook.

Principal and School Staff Rights and Responsibilities

Principals and School Staff Have the Right To:

1. Be treated courteously, fairly and respectfully by students, parents or guardians, and other school staff.
2. Work in a safe and orderly environment.
3. Communicate concerns, suggestions and complaints to the Met Tech main office. and receive a response within a reasonable amount of time.

4. Receive supportive professional development and training.
5. Receive the necessary resources to deliver quality instruction.

Principal and School staff have the responsibility to:

1. Maintain a safe and orderly school by using prevention and intervention strategies, and by following Met Tech Student-Parent Handbook.
2. Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day.
3. Be respectful and courteous to students, parents and guardians, serving as role models for students.
4. Keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation and provide regular communication in a language they understand.
5. Be knowledgeable about the policies, regulations and rules and enforce them fairly and consistently.
6. Be knowledgeable about federal and state laws and regulations regarding the disciplinary process for all students, including students with disabilities.
7. Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language they understand.
8. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies and organization when outside support is necessary.
9. Provide makeup work for students with lawful absences.
10. Participate in required professional development opportunities.
11. Utilize community organizations to support the individual needs of the students and families served by the school community.

SCHOOL GOVERNANCE AND LEADERSHIP RESPONSIBILITIES

1. Collaborate and communicate with the community to create and implement policies and procedures that promote highly effective schools that are safe and conducive to the success of students, staff and the community.
2. Ensure all schools have the resources and leadership to support and maintain student and school success.
3. Protect the legal rights of school, staff and principals, students and parents or guardians.
4. Be courteous, respectful and fair with students, parents or guardians, school staff and principals.
5. Provide a broad-based and varied curriculum to meet individual school needs.
6. Ensure the legal rights of all students, including students with disabilities.
7. Provide staff that is trained to meet the needs of students.

8. Provide support and professional development training to principals and school staff to help them support students.
9. Support principals and school staff in the fulfillment of their disciplinary responsibilities as defined by the Met Tech Student-Parent Handbook.
10. Notify parents or guardians prior to an expulsion disciplinary action.

RESOURCES

STAY CONNECTED

FAMILY WELCOME CENTER

For information, questions, comments and suggestions, please contact our Family Welcome Center by calling (*phone number to be assigned*) or live chat with one of our Family Support Specialist by clicking on the chat box in the bottom right corner of our school website at (*website under design*). You can also email us at (*email address to be designated*).

Our Family Welcome Center telephone service hours are 6:30 a.m. to 5:30 p.m. Monday through Friday during regular school days. During school holidays and summer break our telephone service hours are 8 a.m. to 4:30 p.m.

INFORMATION ONLINE

Our website (*tbd*) contains information on a variety of topics, including school lunch menus, academic requirements, school lists, school news and school closures.

CALLOUTS

Met Tech will use a callout system to share important news and information with families. You will receive recorded calls from the school. If you are not

receiving any calls, contact the Family Welcome Center at (number to be assigned) to update your contact information. If your phone number changes, please update the school or contact the Family Welcome Center to provide your updated number and ensure you continue receiving calls.

MET TECH FAMILY PORTAL

The Met Tech Family Portal is a web-based tool that helps families stay connected to their child's classroom. It lets families see real-time grades, homework, upcoming due dates, attendance information, discipline information and more.

It allows for greater communication between teachers and families through emails, messages and mobile alerts.

The Family Portal is available online and on mobile devices. Instructions to access the Family Portal are sent from the school and provided following registration. Contact the Family Support Coordinator for questions.

DOWNLOAD OUR MOBILE APP

Met Tech has a free app available to download in both Apple and Google Play

stores. Search for us under Metamorphoses Vocational School. Once downloaded, you can enable push notifications to receive information from

the school. The mobile app provides news about the school that is shared on the website and social media, as well as directory, tip line, school menus and more.

GET INVOLVED

PARENT ADVISORY COUNCIL (PAC)

The Parent Advisory Council is created to energize, organize, and mobilize parents to be involved in the lifelong education of their children, as well as help identify barriers to family engagement and work with Met Tech's personnel to reduce or remove barriers.

To become involved, contact the Family Support Coordinator.

FAMILY SUPPORT SPECIALISTS

Met Tech will employ four Family Support Specialists (FSS). The role of the FSS is to serve the school by providing direct supports to students, families and the school. FIS will offer workshops to parents, school staff, and community members on effective engagement strategies. They will assist families in advocating for students and seek to increase parent leadership and voice in the school. In addition, FIS helps to connect community partners and volunteers to the school.

COMMUNITY INSPIRE

Community Inspire is a Met Tech-led community school initiative. Community

Inspire focuses on academics, health, social services, and youth development to improve the conditions for learning. There will be an on-site manager who brings many partners together to offer a range of support and opportunities for the students, families and community. Examples of resources that might be available include: food pantries, Family Welcome Center, clothing closets, after-school opportunities and classes for adults.

PARENT UNIVERSITY

Parent University is a program designed to help parents in supporting their child's education. The program provides unique opportunity for parents, the school, and community to become jointly involved in education. The Parent University program provides training, information and resources to parents and caregivers that will aid parents in their essential responsibility for influencing their child's life. The program also support and empowers parents to become leaders and advocates for their child's learning and for school and community constant improvement.

To learn more, view available Parent University courses and request a session,

GLOBAL SUPPORT TEAM

The Global Support Team will work to secure services for students whose needs are beyond the resources of the school. In addition, the Global Support Team serves as a conduit for services to prevent duplication of effort and children falling through the cracks. Global Support Teams include a truancy intervention specialist, social workers, behavioral analyst and other key personnel who connect services to families and the school to support learning.

SCHOOL SOCIAL WORK SERVICES

School Social Work Services, the department, in its entirety is committed to helping students reach their highest academic potential. Sometimes there are personal issues that interfere with a student's learning. School social workers will provide free counseling to students during the school day on-site. All records regarding a student's session(s) with the school social worker are kept confidential except as required by law.

FAMILIES AND STUDENTS IN TRANSITION PROGRAM

visit our website and search for "Parent University."

In accordance with the McKinney-Vento Homeless Assistance Act, Subtitle VII-B Title IX, Part A of Every Student Succeeds Act, children and youth who lack a fixed, regular and adequate night-time residency may qualify for service and supports through the Families and Students in Transition Program. The Act not only applies to homeless students residing with a parent or legal guardian but also unaccompanied youth who are living in a homeless situation without a parent or legal guardian.

To qualify, the applications are located in the principal's office. Students who qualify for McKinney-Vento services have the right to immediate enrollment, even if documentation normally required for enrollment is not available. Additional services and supports, including standard school attire, school supplies and referrals for resources are also available.

Applicants will be able to contact the Family Support Coordinator if you have additional questions or need assistance.

POLICIES AND PROCEDURES



INAPPROPRIATE USE OF INTERNET/ ELECTRONIC DEVICES

Students may not use personal technology during instructional periods except with used as an aid to instruction, at the discretion of the classroom teacher

and building administrator. A student who brings his/her device to school does so at his/her own risk. No searches or investigations will be conducted for lost or stolen devices. Personal technology includes, but is not limited to, cellular phones, wireless earpieces, iPods, iPads, other mp3 players, calculators, and portable gaming devices. Headphone must be used for personal technology used to play music or video. A student in possession of personal technology in violation of this policy is subject to disciplinary action. See policy _____

SAFE HARBOR PROVISION

A student may approach a school official and voluntarily surrender and object, the possession of which is prohibited by these rules, provided the object is one that the student could lawfully possess off school grounds (such as a pocket knife) and is not a firearm. This safe harbor provision does not apply if a search is in progress at the school.

If a student approaches a school official and voluntarily surrenders an object, then the student will not be subject to any disciplinary action under these rules. The principal will make arrangements to

- There should be reasonable suspicion* for school authorities to investigate that the student(s) or visitor(s) possess(es) an item, the possession of which constitutes a crime or school rule violation.

¹ TCA 49-6-4204, 4205

*Reasonable suspicion is defined as circumstances based on statements or facts that would lead a person of ordinary

return the object to the student's parents or legal guardian, when applicable.

If a student discovers an illegal item such as drugs, a weapon or other contraband, (e.g. tobacco, alcohol) on school property, or a school bus, or at a school bus stop, the student may approach a school official and report the discovery. A student will not automatically be in violation of school codes by solely making such a report.

School officials will use discretion in determining whether the circumstances surrounding the report warrant further investigation of the reporting student.

SEARCHES AND SEIZURES¹

The following procedures apply to the search of lockers, other areas of school property, including buses, assigned or accessible to students for the holding or storage of property, packages and containers brought onto school property by students and visitors.

Lockers and other storage areas are the property of Met Tech and are subject to search. The search will be conducted by he principal or his/her designee in the presence of adult witnesses.

care and prudence to believe and consciously entertain an honest and strong suspicion that a person or persons have done a specific act.

- If circumstances in the school dictate, either a general or random search of lockers or other school property accessible to students may be conducted.
- A notice will be posted that lockers and around other storage areas, containers and packages brought into the school by students or visitors are subject to search for drugs, drug paraphernalia and weapons.

The following procedures apply to the search of **students' or visitors' vehicles** located or parked on school property. The search will be conducted by the school principal or his/her designee in the presence of an adult witness.

- There should be a reasonable suspicion* for school authorities to investigate that the vehicle contains weapons, drugs, drug paraphernalia, or other illicit items.
- If circumstances dictate, either general or random search of vehicles may be conducted.
- As notice will be posted on all school property indicating that vehicles located or parked on school property are subject to search.

The following procedures apply to the **search of a student** for items in the student's immediate possession. The search will be conducted by the principal or his/her designee in the presence of an adult witness.

- The search will be conducted in private and in the presence of an adult witness. Situations where there is an immediate threat to the safety and welfare of student and staff, and in the school official's judgment the immediate control of the student and item(s) that are subject of the search is necessary, a search may be conducted in a non-private setting without an adult witness, provided all the requirements of reasonableness above are met.

The following procedures apply to **item(s) discovered and/or seized in the course of searches conducted on at the school's facilities**. Any item reasonably felt to necessitate criminal prosecution will be turned over to the appropriate law enforcement officials.

- School authorities may seize any item reasonably felt to be a threat to the safety of others or is used to disrupt or interfere with the educational process.

NOTE: *State law permits school officials to make use of metal detectors or other devices, as well as dogs trained to detect drugs or weapons, to assist in the discovery of weapons and drugs on school properties. Any contraband (such as knives, night sticks, gang-related paraphernalia, etc.) confiscated during searches or turned in to school staff will be stored at Met Tech Security Office for 30 days. After 30 days, unclaimed items will be discarded and destroyed.*

STUDENT ARREST

Parents or guardians of a student arrested while at school or at a school-sponsored activity will be contacted after the principal/designee is made aware of the arrest and after the police department has assumed custody of the student.

VIOLATION OF PERSONAL RIGHTS

It is a violation for any student, teacher, administrator or any other school staff to violate the personal rights of others. Violation of personal rights is any act of intimidation, harassment/hazing, physical force or threat of physical force directed against all persons or their property or advocate, motivated either in whole or in part by hostility to their real or perceived race, ethnic background, religious belief, gender (including gender identity), age, disability or sexual orientation, with the intention of causing fear or intimidation, or to deter the free exercise or enjoyment of any rights or privileges secured by the Constitution or the laws of the State of Tennessee whether or not performed under the color of law.

ENGLISH LEARNERS (EL)

Since Met Tech will receive federal funds, federal law requires Met Tech to assess every child when language proficiency might be an issue. Met Tech is required to offer EL services to all students not proficient in English to ensure they have an equal access to academic content in school.

Having a centralized assessment/placement center is the most effective and efficient way to assess and place students.

EL ASSESSMENT AND EL SERVICES

To ensure a student is receiving the best support, Met Tech must assess English proficiency. The WIDA-Access Placement Test (W-APT) has no bearing on school assignment or grade placement. It simply gives teachers a better understanding of the language support the child will need in the classroom as an English Learner.

When students are identified as English Learners, they will receive EL services during the regular school day from an ESL-endorsed teacher. Students who are deemed proficient in English through the W-APT do not receive EL services.

After the initial placement assessment, all English Learners are assessed annually for English proficiency through the ACCESS for ELLs. If the student scores proficient, he/she will be “exited” from EL services.

HOME LANGUAGE SURVEY (HLS)

Every student must have a completed and signed HLS in his/her cumulative file. A parent/guardian must complete a HLS when the student first enrolls at Met Tech. The form must be completed in its entirety, signed and dated.

If the HLS indicates the student speaks another language or that another language is spoken at home, the parent/guardian should make an appointment with the EL Office. Appointments can be made by calling (number to be determined).

LANGUAGE SERVICES

Families have the right to request an interpreter for any communication with the school. To request an interpreter, contact the school (a teacher or administrator) or the Office of English Learners at (number to be determined.)

STUDENTS WITH DISABILITIES

SPECIAL EDUCATION SERVICES

If you suspect your child has a disability...

Families who suspect their child has a disability may request in writing the Support Team process. The support team process will review the concerns and develop a Support Team plan. Families may also request in writing that Met Tech test their child for any suspected disabilities. If a student is found eligible for special education services, an Individualized Education Program (IEP) will be developed or reviewed.

Discipline

If a student who receives special education services or a student who has an IEP violates school rules or policies outlined in this handbook, he or she will be discipline in accordance with the school's policy, and state and federal laws that govern Special Education, such as the Individuals with Disabilities Education Act (IDEA). For more information regarding discipline and students with disabilities, please refer to the Notice of Procedural Safeguards Document.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES (34 CFR§ 300.534)

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the school had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred that the child was a child with a disability, then the child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters: The school must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child that the child is in need of special education and related services; or
2. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
3. The child's teacher, or other school personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Director of Special Education or to other supervisory personnel of the school district.

The school would not be deemed to have such knowledge if:

1. The child's parent has not allowed an evaluation of the child or refused special education services; or
2. The child has been evaluated and determined to not be a child with disability under Part B of the IDEA

504 SERVICES

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law protecting the rights of individuals with disabilities. It guarantees students with disabilities the right to an equal educational opportunity.

Qualified students who have a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having impairment must be provided a Free and Appropriate Public Education (FAPE) and have procedural safeguards under the law.

A diagnosis of a disability does not automatically qualify a student for eligibility under Section 504.

To be eligible as a student with a disability under Section 504, a student must be evaluated and determined eligible under Section 504 by a 504 team. Families who suspect their child has a disability may submit a verbal or a written request for Met Tech to start the 504-evaluation process. The 504 team will review all concerns and proceed with the 504-evaluation eligibility process.

Steps to 504 Service:

1. Contact the Special Education Services Specialist
2. Be ready to assist in documenting a disability
3. Attend the 504 meetings
4. Be an active partner in the process with the school

DISCIPLINE

If a student who has been determined eligible under Section 504 violates school rules outlined in this handbook, he or she will be disciplined in accordance with school policy, state and federal laws that govern Section 504 of the Rehabilitation Act of 1973 and IDEA.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SERVICES

If a child has not been determined eligible for 504 services and violated a code of student conduct, but the school has knowledge that the child has a disability before the behavior that brought about the disciplinary action occurred, then the child may assert any of the protections described in this notice. In determining whether the school had a basis of knowledge that the child has a disability, the school will follow similar guidelines as provided for under the IDEA outlined under the Exceptional Education Services section.

ATTENDANCE AND TRUANCY

Tennessee law requires children ages (6) six to seventeen (17) attend school. Attending school daily helps children succeed academically. Missing school leads to difficulties for a student academically, socially and emotionally.

If a student is found to be unlawfully absent from school or habitually truant, the student will be referred to Truancy Intervention with subsequent referral to Youth Court for sanctions. Juvenile Court may also become involved if a student is truant.

The parent or guardian of the student should consistently update address records and contact information with the school staff so the school can contact them. Any information regarding attendance and truancy will be sent home via U.S. Postal Service, email and automated phone call with a subsequent home visit from a member of the social services team when necessary.

EXCUSED ABSENCES

- Student's personal illness
- Family member's illness that requires the student's temporary help
- Death in the family (up to three days)
- Deployment of a parent or guardian serving in the military (one day for deployment, one day for return, up to 10 days when the service member is on temporary leave at home)

- Head lice (up to three days per infestation)
- Recognized religious holidays regularly observed by persons of the child's faith
- Court appearance or legally mandated meetings
- Documented college visitations (up to three days per year for juniors and seniors)
- The Dean of Students may allow the following circumstances to be considered an excused absence if the parent or guardian submits a written request:
 - Unexpected emergencies such as car problems
 - Job interview or conference
 - Doctor or dental appointments
 - Other circumstances requested in writing by the parent or guardian that the Dean considers requiring a student's absence
- *Documentation necessary to have absences considered excused*
- The parent or guardian of the student must send in a written note explaining why the student missed school within three days of the student's return to school after being absent.
- Because students sometimes lose notes or forget to turn them in, the parent or guardian should make sure the designated school staff in the front office has received the written excuse notes.
- The parent or guardian should keep a copy of the written excuse for personal record.
- If a written note is not turned in, the absence will be considered an unexcused absence.
- Absences will be marked on the student's attendance record as either excused or unexcused. The parent or guardian can request copies of the student's attendance record from the school's front office.

What role does the Dean of Students have in deciding whether an absence is excused?

Parents and guardians should make sure that know the attendance policy.

When a written excuse is not turned in, the Dean of Students may do the following:

- Excuse the absence
- Refuse to excuse an absence
- Require a written or verbal explanation from the parent or guardian explaining the reason for each absence
- Require other documentation that the Dean thinks is appropriate to excuse the absence
- Require a doctor's statement that the student's absences are related to an illness
- Require a doctor's statement approving the student to participate in the regular school program or extracurricular activities.

What if there is a concern about the accuracy of the student's attendance record?

If a parent/guardian has concerns regarding the accuracy of the student's attendance, he/she can contact the school to discuss the potential discrepancies. Concerns about the student's absences may be appealed to the principal, who will make the final decision.

LATE ARRIVAL AND EARLY DISMISSAL

- Students must attend one half of a school day to be counted present.
- If a student attends less than one half of a school day, the student will be marked absent. A written excuse note should be turned in to the front office for this to be considered an excused absence.
- Students who arrive after 7:15 will be counted as tardy.
- Students are expected to get an admit slip to class from the office upon arriving at school.
- Students will not be released from school for early dismissal without prior approval from the parent or guardian.
- The names of the adults who are permitted to pick up the student from school must be documented in the student's school file. Without prior notification from the student's parent or guardian, a student will not be released to an adult whose name is not documented in the file.
- The parent/guardian or adult whose name is listed on the file will be asked to show the front office staff picture ID for the student to be released from school.

MAKE-UP WORK FOR ASSIGNMENTS MISSED DURING ABSENCE

- Students with an excused absence will have the opportunity to make up assignments that they missed during their absence. The student's absence will not affect the student's grade on the completed make-up assignment.
- The dean will determine whether a student with an unexcused absence will have the opportunity to make up missed assignments.
- The parent or student must request make-up work within three days of the student returning to school. The teacher and student will agree on a date that make-up work must be completed by in order for the student to receive credit.
- The unexcused absences will remain unexcused even if missed work is completed.

RESPONSES TO TRUANCY

- A student is considered to be truant after he or she has more than four unexcused absences in a school year.
- The school staff may make referral to the Truancy officer and any other support staff in an effort to alleviate any social, emotional or family issues that may be contributing to the student's absences.

- When a student has five unexcused absences, the Truancy officer will make referral to the Youth Court so that the Case Manager and the Youth Court can intervene with the student's truancy. Once the referral is made to the Youth Court, the parent or guardian of the student must attend court and court reviews. If the student continues to miss school and remains truant, a referral will be sent to Juvenile Court. Other mandated reporting may occur which may lead to the child's removal from the home.
- If the student has an IEP, a mandatory Manifestation Determination Review must be held to determine whether the student's absences were related to the student's disability prior to making a referral to Youth Court. If the student's disability had a direct and substantial relationship to the absences, a truancy referral to Youth Court will not be made.

STUDENT ATTENDANCE CENTER

The Student Attendance Center (SAC) is created in an effort to reduce truancy. SAC works with students who are been detained by police for loitering during school hours or who have been identified by the schools as being truant. SAC, along with the student and parent/guardian's input, assess the underlying reasons the student is truant. If needed, SAC can make referrals to various social service agencies to provide additional support to the student. SAC will provide follow-up and monitor any Youth Court sanctions as recommended.

ADULT EDUCATION PROGRAM- HIGH SCHOOL EQUIVALENCY TEST

Students 17 years of age or older will be eligible to take the High School State Equivalency Test (HiSET) in lieu of earning a high school diploma with the approval of the Principal. Students wishing to take the HiSET are encouraged to enroll in a State approved HiSET program. Students must submit a written application for testing to the Coordinator of Community and Family Support for a recommendation to be made to the principal. All applicants must be interviewed in order to be recommended for testing.

DISCHARGE OF COMPULSORY ATTENDANCE

Students who have reached their 17th birthday may be excused from compulsory attendance under the following circumstances:

- The student significantly disrupts the learning of other students
- The student's behavior requires consistent and significant discipline
- The student is not significantly benefitting from attending school

HOMEWORK GUIDELINES

Background

Research provides strong evidence that, when used appropriately, homework benefits student achievement (Good & Brophy, 2003; Cooper, Robinson & Patall, 2006). Homework is beneficial and important in a student's overall program and is required by MET TECH.

General Information

Homework is one of the many learning activities in which students engage; its purposes are to:

- extend learning, provide for the practice of concepts and skill development in concepts and/or skills initially presented in the classroom and that students can do independently to deepen their knowledge and understanding;
- provide opportunities for independent work;
- provide opportunities for enrichment;
- provide opportunities to engage in flipped classroom pedagogical approach (a learning model where students are first exposed to new material outside of the classroom through the use of prepared assignments, readings or other learning materials; the new material is then integrated into an engaging demonstration, application or lesson that allows for more critical thinking and active learning in the classroom), where students' preparatory homework activities become vital to effective classroom activities; and,
- provide opportunities to check for understanding and for possible instructional follow-up when students struggle or have misconceptions.

When Planning & Assigning Homework, Teachers Should:

Help students to see how homework is related to classwork and instructional objectives (discuss homework with students);

- Develop assignments which have meaning and account for individual student differences, needs and abilities;
- Ensure the homework is challenging and at the right level of difficulty; design homework to maximize the chances that students will complete it. (Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting);
- Ensure the total homework load from all students' teachers is a reasonable one and the amount of homework (assigned two to four times a week) follows the "10-minute rule" (Cooper, 2007). The "10-minute rule" states that all daily homework

assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. Additional time should be added appropriately for daily at-home reading for enjoyment and should not include a book report or like assignment. (Please note: students taking more rigorous courses [i.e. Advanced Placement/ AP] may be assigned more homework);

- Clearly communicate to parents and students the importance of homework activities as part of flipped classroom activities and lessons, including potential safety-related homework and how students' failure to complete the homework may limit their participation in the related classroom activity. If a student's failure to complete lesson, lab or activity (including a flipped classroom activity) limits them from safe and prepared participation, they may not be allowed to participate.
- Ensure homework assignments, the procedures for accomplishing them and the due dates are clear;
- Identify strategies to support students may not have support at home with homework completion;
- Be mindful of cultural, ethnic, religious and other celebrations and/or historical events that are important to members of our community;
- Not assign homework on designated religious holidays when students are absent because of religious observances;
- Not require homework over breaks from school (i.e., winter break);
- Should allow students who have been excused from school for religious observances or other lawful absences the opportunity to make up assignments;
- Partner with families to reinforce learning and broaden educational opportunities for students through parental knowledge of the homework procedures established by the individual teacher;
- Involve parents in appropriate ways without requiring parents to act as teachers or to police students' homework completion; and,
 - Make homework meaningful to students by ensuring cooperation and communication among the teachers, students and parents or guardians.

Grading and Reporting

Completed homework assignments are to be reviewed by the teacher (or a designee) with feedback provided as appropriate.

- Completed homework assignments are to be reviewed by the teacher (or a designee) with feedback provided as appropriate.
- Homework completion will be reported on report cards using the following four-point scale:

- 0 – never completes;
- 1 – rarely completes;
- 2 – sometimes completes;
- 3 – frequently completes; and
- 4 – always completes.

REPORTING REQUIREMENTS

Met Tech is committed to providing all students a learning environment free from bullying or harassment based on race, color, religion, national origin, disability, sexual orientation, ancestry or gender, including gender identity, expression and appearance. Bullying and harassment are prohibited and will not be tolerated.

Any students with knowledge of bullying should report the bullying to their grade level dean. Bullying, harassment, intimidation, or hazing that is reported to any staff member must be reported the Dean of Students. The Dean of Students must report all incidents and resolutions to the principal.

All students have the right to attend school in a safe environment that is conducive to learning. A threat is considered an expression to harm others or self through verbal, written or gestured communication. Any threat will be taken seriously if it is communicated, observed or reported by the recipient(s) of the threat or by a third party who has knowledge of the threat. For this reason, policies and procedures have been established to assist the investigation and response to any threats to harm self or others. If the investigation concludes that a threat is credible, the consequences for the person or individuals making the threat may include, but are not limited to, the development of a safety plan, a referral to outside agencies, a referral to Youth Court, and expulsion for up to one calendar year.

THREAT BY ELECTRONIC TRANSMISSION

Students, employees and volunteers must be report any knowledge of electronic threats to school officials.

COMMUNICABLE DISEASE

If a student has or has been exposed to certain communicable diseases, he or she should not attend school for the amount of time that is determined by the Shelby County Health Department.

CHILD ABUSE AND NEGLECT

MET TECH assures the safety of each student in our care. Staff is required by law to report any suspicion of abuse or neglect. MET TECH will report suspected abuse to the local authorities and the Tennessee Department of Children's Services.

COMPLAINTS

Parents should contact the teacher and Dean of Students to resolve any complaints or concerns before filing a formal complaint with the principal.

DISRUPTIVE PARENTS/GUARDIANS/ OTHER VISITORS

Parents, guardians and other visitors whose conduct disrupts the safe and orderly operations of the school, in the reasonable judgment of authorized school personnel, may be required to obtain permission to be on the school campus or may be banned.

When the school is on lock down due to a security or weather-related issue, the first priority is the safety of staff and students. Parents or other visitors to the building must follow school emergency procedures under the direction of school staff until the lock down is lifted.

During a security lock down, no one is permitted to enter the building from the outside. In weather-related lock downs, schools may allow those outside to seek shelter indoors until it becomes necessary for staff to take shelter.

DISTRIBUTION OF MATERIALS

Information distributed at the school through pamphlets, flyers, newsletters, etc. must be first approved by the principal and/or General Counsel.

ELIGIBILITY FOR ATHLETICS

Eligibility for athletic participation is governed by the Tennessee Secondary Schools Athletic Association (TSSAA) and school Bylaws. Students who withdraw from a school of choice will lose athletic eligibility for one calendar year, subject to TSSAA decisions. Student must submit required documentation to the school office prior to participating in athletic programs and practices.

FAMILY LIFE AND SEXUAL EDUCATION

Met Tech has established a policy in accordance with state and federal laws which governs the teaching of topics such as abstinence, reproduction, HIV and other sexually transmitted diseases, and contraception. For students to participate in such courses where sexual issues are discussed, parents must sign a permission form indicating they have consented for their child to participate.

FEE WAIVERS

The school may assess approved fees for laboratory and classroom materials. Fees may be waived for students who qualify for free/reduced lunch.

FIELD TRIPS

Students must obtain permission to participate in school related field trips.

HEALTH AND WELLNESS

The Federal government passed a law that governs health and wellness in public schools. The school has established a policy in accordance with this law that includes physical activity and food services on school property.

HIPPA PRIVACY RULE

The Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule allows covered health care providers to disclose Protected Health Information (PHI) about students to school nurses, physicians or other health care providers for treatment purposes, without the authorization of the student or student's parent. For example, a student's primary care physician may discuss the student's medication and other health care needs with a school nurse who will administer the student's medication and provide care to the student while the student is at school. In addition, a covered health care provider may disclose proof of a student's immunizations directly to a school nurse or other person designated by the school to receive immunization records if the school is required by state or other law to have such proof prior to admitting the student and a parent, guardian or other person acting in loco parentis has agreed to the disclosure. See 45 CFR 164.512(b)(1)(vi).

TECHNOLOGY AND ACCEPTABLE USE POLICY

Any parent wishing to restrict their children's access to the internet and network are required to complete and sign the Technology Opt-Out form, located on the Opt-Out Preferences page in the front of the handbook, and return to the school. Failure to complete and sign the Technology Opt-Out form will serve as an indication that your child has permission to access the Internet and school's network. The full policy will be issued to parents and will be posted on the school's website. The use of technology resources by students, staff members or visitors of Met Tech is a privilege and is subject to all applicable state and federal laws and policies of the school. Students are responsible for their ethical and educational use of the computer online services in the school.

All Met Tech technology resources and all information processed by, created on or transmitted through Met Tech technology resources are subject to the provisions of applicable Public Records laws. At no time should there be an expectation of privacy by

students, staff or contractors while utilizing any Met Tech technology resource, any Met Tech network, stand-alone system or other device. The school reserves the right to examine, at its sole discretion, any information originating on, accessed by or processed through Met Tech-owned computers, networks or other information system components. This examination may occur with or without the user's prior knowledge and may be conducted in real time or by examining access history and/or related files.

Met Tech may monitor a user's Internet, online services and/or e-mail activity when there is a legitimate business or technical need to do so. Met Tech users will not engage in acceptable use of technology resources.

Alleged violations involving student use should be reported to the teacher who was supervising the student at the time of the alleged offense. The teacher or staff person will report the alleged violation to the principal, who will investigate the incident, with appropriate input from the Information Technology department. If after the investigation there is a reasonable certainty that a violation actually occurred, the principal will impose sanctions, which may include limiting or suspending a student's Internet privileges. Serious or repeated violations of Internet, online services and/or e-mail use could result in permanent loss of Internet, online services and/or e-mail privileges, and other disciplinary action consistent with the Student-Parent Handbook. If a student's misuse of Internet, online services and/or e-mail is in violation of the law, such misuse shall be reported to the appropriate authorities and could be punished as a criminal offense.

Personal web logging, blogging, tweeting, texting, and personal usage of social media sites (such as, but not limited to, Twitter and Facebook) is not permitted without the express approval of the instructional staff for the course(s) in which a student is enrolled. Further, students are prohibited from posting, using Met Tech resources to any Internet site outside the official Met Tech network, or through any electronic media, any material that identifies students or provides any information that would be considered confidential according to FERPA or the Health Insurance Portability and Accountability Act (HIPAA)

LENGTH OF SCHOOL DAY

The school day is designed to offer classes and lunch during a set time period. The school requires students to spend a specific amount of time in each class and 30 minutes at lunch.

PARENT INVOLVEMENT

Met Tech recognizes the value and importance of meaningful, two-way parental involvement at the school level. Parents are invited as partners in helping all students

acquire necessary knowledge and skills without regard to the parent or family's race, religion, creed, gender, socioeconomic status, physical impairment or age.

PARENT NOTIFICATION POLICY

This policy covers notification that Met Tech is required to provide all parents under state and federal laws. This includes but is not limited to: whether your child is eligible for special services based on varying factors such as being an English Learner, a homeless or migrant student, or a special education or gifted student; students' achievement level on state assessments; and your right to request teachers' and other paraprofessionals' qualifications.

PERSONAL APPEARANCE

All Met Tech students are required to abide by the school's dress code during the school day. Failure to do so will result in immediate disciplinary action.

BRING YOUR OWN DEVICE

This policy provides an opportunity for students to utilize personal technology for instructional use in the classroom. The use of personal technology will be regulated by the teachers and meet the instructional goal.

STUDENT DRIVING POLICY

The operation of a motor vehicle by an unlicensed driver is a danger to other students, Met Tech staff and others as a violation of state law. Students must apply for permission to park a particular vehicle on Met Tech property. The application includes:

- Proof of valid, current Tennessee driver's license
- Proof of required insurance (set by state law), including personal liability and property damage
- Proof of ownership of vehicle to be parked on school property
- Verification by owner of vehicle of licensed driver and sufficient insurance coverage

Without a parking pass or valid visitor pass, a vehicle is subject to towing at owner's expense. Parents may claim car upon proof of ownership. All costs of towing and impoundment will be charged to the owner of the vehicle. All visitors must park in designated visitor spaces and/or show valid parking pass.

STUDENT RECORDS

Student records may be accessed by a student's legal guardian upon request. Students over the age of 18 may also request their own records. A fee may be charged for making copies

of student records. Confidential student information is always protected under FERPA and only released with the parent's approval.

SUBSTANCE ABUSE POLICY

Met Tech maintains a supportive atmosphere for those students seeking to get treatment for substance abuse issues. Parents who suspect their child is dealing with substance abuse issues should contact the Family and Community Coordinator for a referral to the appropriate community organization.

TRANSPORTATION

This section left blank for future details.

TRANSPORTATION OF STUDENTS TO MEDICAL FACILITIES

If an emergency involving injury occurs on campus, 911 will be called immediately. Emergency personnel will make the determination of whether to transport the child to a medical facility. Every effort will be made to contact the parent or guardian; however, if the parent or guardian cannot be reached, the student will be transported to a medical facility for emergency treatment. Met Tech is not responsible for costs associated with emergency transport.

VOLUNTEERS AND VISITORS ON SCHOOL CAMPUS

Visitors are welcome in our school, but they must respect the learning environment and appreciate the principal's role in ensuring the safety and security for all students and staff. All visitors must present a valid ID and sign in before receiving a visitor's badge. Volunteers must complete an application similar to that of an employee to register.

PERMISSIONS RELATED TO POLICIES

Certain permissions are required for students to participate in some school-related activities. Parents or guardians should indicate on the permission form whether or not their child has permission to participate.

PRINT AND DIGITAL MEDIA

The following media sources will not display photographs, videos, and/or audio clips of any identifiable student without written permission obtained from the legal guardian of the student:

- Met Tech social media and web publication, including the school's blog

- Met Tech printed media, including marketing brochures and informational publications
- Non-Met Tech social media and web publication, including community partners
- Non-Met Tech media, including local news stations, newspapers and other news sources

Permission can be granted or denied with the permission form at the front of the handbook. Non-Met Tech media sources will be aware of students who do not have written consent for media publications.

MILITARY RECRUITERS

Met Tech is required by law to provide military recruiters contact information for high school students approaching eligibility age for military service, **UNLESS** the parent has requested that Met Tech not share the information. Please confirm your permission to release your child's name and contact information to a military recruiter on the permission form at the front of this handbook. Unless you deny permission, your child's information will be included.

HEALTH SCREENINGS

Met Tech provides health screenings on campus. Screenings include height, weight, and blood pressure, blood glucose and cholesterol. Please confirm your permission for the screenings on the permission form at the front of this handbook. Unless you deny permission, your child will be included in the available health screenings.

EBSCO INFORMATION SERVICES

Ebsco has partnered with libraries for more than 70 years by providing quality research content, powerful search technologies and intuitive delivery platforms. Ebsco develops technologies to connect libraries and classrooms and provides reliable content to support teachers and engage students.

Students will have access to a unique and extensive collection of academic, college preparation and career related courses that support college-, career-, and military bound students through PrepStep² for High Schools, a product of Ebsco Information Services.

² Tools that empower students to improve English, math and science skills, score higher on the ACR, SAT and AP exams, Acquire basic computer skills, search for colleges, explore careers, prepare for the ASVAB. Targeted learning centers include: English Language Arts Skills, Math and Science Skills, Prepare for College, Core Computer Skills, Job and Career Center

If the parent or guardian wishes to exclude his/her child from Ebsco Information Services, he/she may sign the Ebsco Information Services Opt-Out form on the Opt-Out Preferences page in the front of this handbook. Failure to sign the Ebsco Information Services Opt-Out form will serve as an indication that the student has permission to access Ebsco Information Services.

TECHNOLOGY

Students will be permitted to use the Internet or e-mail at school unless the parent or guardian signs the Technology Opt-Out form, located on the Opt-Out Preferences page in the front of this handbook, to restrict their child's use/access to the Internet. Please read the Technology and Acceptable Use Policy on page 36 and decide if you wish to restrict your child's access to the Internet. If you wish to deny access, complete the Opt-Out form, which should be signed by both the student and the parent or guardian before returning to you the student's teacher.

SCHOOL SOCIAL WORK SERVICES

School social work services exist at Met Tech. The Social Work Department is committed to helping students reach their highest academic potential. Sometimes there are personal issues that interfere with students' learning. School social workers provide free counseling to students during the day on site. All records regarding a student's session with the school social worker are kept confidential except as required by law.

If the parent or guardian wishes to exclude his/her child from school social work services, he/she may sign the School Social Work Opt-Out form on the Opt-Out Preferences page in the front of this handbook. Failure to sign the School Social Work Services Opt-Out form will serve as an indication that the student has permission to meet with the School Social Worker.

NON-DISCRIMINATION STATEMENT

Met Tech does not discriminate based on race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to or operation of its programs, services or activities and provides access to school activity youth groups. Met Tech does not discriminate in its hiring or employment practices.

CIVIL RIGHTS COMPLIANCE

Met Tech is committed to ensuring all students and adults are given the opportunity to learn, participate and work in an environment that is free from discrimination by adhering to the following laws:

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race or ethnicity, color or national origin.

TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972

Title IX prohibits discrimination on the basis of sex.

If you would like to file a Title VI or Title IX complaint or have questions, please contact the Title VI & Title IX Coordinator

(local address and email to be determined)

Nashville:

Tennessee Human Rights Commission

312 Rosa Parks Ave., 23rd Floor

Nashville, TN 37243

(615)741-5825 Fax (615)253-1886

Toll Free: 1-800-251-3589

Spanish Toll Free: 1-866-856-1252

Website: www.tn.gov/humanrights

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act 1990 prohibits discrimination on the basis of disabilities.

Section 504 of the Rehabilitation Act of 1973 provides that no otherwise qualified individual with handicaps in the United States solely by reason of his/her handicap, be excluded from the participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Title II of the Americans with Disabilities Act, 1990 protects qualified individuals with disabilities from discrimination on the basis of disability in services, programs and activities provided by state and local government entities.

Notice

Met Tech will make available the name(s), office address and telephone number of the ADA and Section 504 coordinator(s). Met Tech will continually make notifications in the posting of notices, publication in newspapers and student and employee handbooks, and distribution of memoranda or other written communications.

504 Complaints

There are two complaint processes: the informal grievance process and the formal complaint process.

- **Informal Grievance Process:** Anyone may use the informal complaint procedures to report and resolve complaints of disability discrimination. Use of the informal complaint process is not required prior to filing a grievance. A parent or guardian is encouraged to first meet and discuss the complaint with the designated 504 coordinator, teacher or school administrator involved with the objective of resolving the matter promptly and informally. If the complaint is not resolved as of that meeting, or if the complainant wishes to bypass the informal complaint process, the parent or guardian may file a grievance.
- **Formal Complaint Process:** The 504 Coordinator will hear Section 504 complaints. Complaints of disability discrimination may be made orally or in writing to the coordinator who will endeavor to accomplish prompt and equitable resolution of complaints alleging any action that would be prohibited by the ADA/ Section 504. The complainant and subject of the complaint will be provided the opportunity to present witnesses and evidence. The coordinator will respond to all complaints within 20 days with a written response, as well as information on further grievance procedures that may be followed if the complaining party is not satisfied with the coordinator's proposed resolution.

Appeal Process

If the parent or guardian wishes to appeal the decision of the 504 Coordinator, he/she may submit a signed statement of appeal to the General Counsel or his/her designee within 10 days after receipt of the coordinator's response. The General Counsel or designee will meet with all parties involved, formulate a conclusion and respond in writing to the grievance within 15 days.

If appropriate, the school will take steps to prevent recurrence of any harassment and to correct its discriminatory effects on the students and others.

The complainant may file a complaint with the U.S. Department of Education's Office of Civil Rights at any time before or during these grievance procedures.

504 or Title II complaints or inquiries, should be made to:

Director of Clinical Services

(Contact information to be determined)

For further information about students' rights and services, contact the Tennessee Department of Education:

Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243
Phone: (615)770-3868
www.tn.gov/education

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

Title VII protects individuals against employment discrimination on the basis of race, color, religion, sex, as well as religion.

If you would like to file a Title VII complaint or have inquiries regarding employment discrimination, please contact

Office of General Counsel
(Contact information to be determined)

Met Tech is committed to maintaining equitable employment/educational practices, services, programs and activities that are accessible and usable by qualified individuals with disabilities. For more specific information regarding the Americans with Disabilities Act (ADA) compliance and grievance procedures, refer to ADA policies.

BEHAVIOR



PROGRESSIVE BEHAVIOR RESPONSES

Progressive Behavior is a whole child approach to teaching students by meeting their behavioral, social, intellectual and emotional needs. Met Tech recognizes that many factors both inside and outside the school building impact our students. Our goal is to provide the support and services needed by our students and their families to address these needs and prevent a student from requiring disciplinary action.

PROMOTING POSITIVE RELATIONSHIPS

Research shows positive relationships help children learn. When our communities, schools and homes are free from fear, anger and other distractions, children develop and grow better. We know that students are more likely to succeed when they feel connected to others in their community and are less likely to act out in ways that cause disruption to the school environment. ³

TIPS FOR CALMING CONFLICT

- Show your child you understand. Listen with sincere concern to create positive relationships between your child and others. Trust then becomes the foundation for academic success and conflict resolution.
- Ask open-ended questions. For example, say “What was that like for you?” or “Tell me more about that”. This gets more than a “yes” or “no” response helps children tell their story.
- Use reflective listening when intervening in a conflict. Get the attention or angry person by reflecting back the feelings you hear in a non-judgmental way. Let children tell the story- say just enough to help them.
- Help your child problem-solve disputes. Use open-ended questions and reflective listening to help him/her think about what happened. Trust that with guidance, he/she will identify a solution that works.

SKILLS FOR STRATEGIES FOR BUILDING POSITIVE RELATIONSHIPS

- Communicate understanding
- Structure tasks for success
- Reinforce behavior in a positive manner
- Set rules, limits and consequences
- Create a safe and trusting environment
- Remain neutral
- Use nonjudgmental language
- Respond only when a response is necessary
- Stay calm in tense situations
- Encourage people to “vent” while being aware of safety
- Listen and repeat what children say (reflective listening)
- Identify and label feelings, values and topics to be resolved (strategic listening)
- Ask open-ended questions
- Assist others in using a positive problem-solving process

³ *Fostering Resiliency in Kids*, Bernard, B. and *A Case for School Connectedness*, Blum, R., Educational Leadership, April 2005.

SCHOOL PRACTICES FOR ESTABLISHING POSITIVE RELATIONSHIPS

Daily Rap: Students need to learn to communicate with one another in ways that help them build healthy relationships instead of records of suspensions and arrests. The Daily Rap is an intervention designed around core categories of social and emotional skills. Working in dialogue circles, teachers and staff build open communication with students so they can talk about topics and resolve issues before they escalate to violence.

Youth Court: The Youth Court is a tribunal of students who have been trained to hear actual cases of offenses committed by their peers. Youth Court participants serve as judge, jury, and advocates and impose sanctions that reflect restorative justice principles. Sanctions will include community service, reflective essays, letters of apology and linkage of family and youth to community resources that promote positive youth development.

PARENTAL ASSISTANCE

There are times when children exhibit repeated patterns of challenging behavior. These steps can be followed to advocate for your child:

1. If you suspect your child needs additional help with his/her behavior, contact your child's teacher, school counselor or appropriate grade level dean in writing to request a conference to discuss your concerns.
2. During this meeting, parents and teachers can discuss proactive solutions to repeated behaviors.
3. If the behaviors continue after the parent/teacher conference, the parent and/or teacher should request a Student Support Team (S-Team) meeting (*See description under Intervention Strategies*)
4. If the interventions are successful, the S-Team will document and may continue to monitor as needed.
5. If the behaviors continue after interventions and a behavioral health issue or learning disability is suspected, the appropriate assessment specialist(s) is/ are invited to a meeting by the S-Team.
6. If a behavior health issue or learning disability is suspected at any point in this process, the school and parent should convene a meeting within 10 days to obtain written parental consent to an evaluation for special education services or a 504.

INTERVENTION STRATEGIES

To help students conduct themselves appropriately, this handbook lists prevention and intervention strategies that may be used prior to or in addition to any disciplinary response to student behavior.

Examples of such strategies include the following:

- **Community conferencing:** Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them and to propose solutions.
- **Community Service:** Allows students to participate in an activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the elderly, etc.
- **Conference:** Involves students, parents, guardians, teachers, school staff and appropriate grade level deans in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.
- **Conflict resolution:** Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff, and deans engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.
- **Functional Behavioral Assessment:** Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.
- **Behavioral Intervention Plan:** An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies, and supports. This plan is appropriate for students with and without disabilities.
- **Individualized Education Program (IEP) teams:** Includes groups of individuals who are responsible for identifying and evaluating students with disabilities, developing, reviewing and revising IEPs for students with disabilities, Functional Behavioral Assessments and Behavioral Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.
- **Mentoring Program:** Involves pairing students with mentors (counselors, teacher and fellow student or community member) who help their personal, academic and social development.
- **Parent Outreach:** Requires school staff to inform parents or guardians of their child's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of students' behavior, task completion and achievement, and can include a request for parents to accompany students to school.
- **Peer Mediation:** A form of conflict resolution in which students help other students deal with and develop solutions to conflicts.
- **Referral to appropriate substance abuse counseling services:** Occurs for behavior related to substance abuse, or with those for whom there is reason to

believe substance abuse counseling is needed. Services can be school or community based.

- **Referral to school-based health and mental health clinics or other social services:** Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can involve family members or can be done in groups.
- **Restorative Justice Strategies:** Interventions designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation.
- **Student Support Team (S-Team):** Usually consists of teachers, school deans, social workers and parents and may also include nurses, mental health clinicians, psychologists, and external agency representatives who develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, the student support team develops a plan to address the behavior.

DISCIPLINE

Discipline is used to teach and guide students how to recognize and manage emotions, demonstrate care and concerns for others, develop positive relationships, make good decisions, and behave ethically, respectfully and responsibly.

MET TECH DISCIPLINE PHILOSOPHY

Met Tech will ensure each student is treated with kindness, equity and fairness. The deans and staff will use the natural consequences that result from student behavior and behavioral interventions to help student learn from their mistakes. Met Tech will keep learning environments healthy and safe.

Kindness: When a student violates the Student-Parent Handbook, he or she will be treated with dignity and respect.

Equity: Students will receive fair and impartial consequences for their behaviors.

Fairness: Consequences will be individualized to the needs of the student, with a willingness to assist in repairing the harm. Deans and staff will consider the seriousness of

the offense, the degree of harm caused, whether the act was intentional, the student's prior conduct, and the impact of the incident on the school community.

DISCIPLINE RESPONSES

Met Tech students are held to high standards. Students are always expected to demonstrate respect for themselves and others. When students are disruptive or act inappropriately, school staff and deans and the principal are expected to respond logically, appropriately and consistently. The Met Tech Discipline Table describe five types of behavior, increasing in seriousness from at Type 1 behavior to a Type 5 behavior. For example, a dress code violation is a Type 1 behavior while bring a firearm to school is a Type 5 behavior.

The Table also includes five levels of possible response to inappropriate behavior (Level A through E). Each behavior is assigned to one or more of these levels of intervention and response. Appropriate grade level deans and school staff should use only the levels suggested for each behavior. Responses and interventions are to be progressive. If a behavior is assigned to two or more levels of response, the lowest level of intervention should generally be used first. Please see the Discipline Table on Page 53.

When choosing a higher-level response within the range of possible responses, an administrator must consider:

- The student's age, health, disability, decision-making ability and prior discipline history
- The student's willingness to repair the harm
- The seriousness of the act
- The harm caused or the potential to cause, including any injuries caused
- The extent of actual disruption to the learning environment
- Whether the act was intentional

The administrator must clearly document the reasons for using the selected response by citing the factors above in the discipline referral. In each case, Met Tech administrators and staff will ensure consequences applied will minimize the amount of instructional time lost. Expulsions are measures of last resort. An administrator is never required to expel a student unless the behavior is a Type 5 Zero Tolerance Offense.

INTERVENTIONS AND RESPONSES TO STUDENT BEHAVIOR

By utilizing the natural consequences that result from student behavior and implementing interventions, Met Tech will help improve student behavior and keep our school safe. Below are the responses to student behavior.

Level A Response- Teacher/Student/Parent/ School Staff

1. Student tells his/her side of the story and parent or guardian is notified.
2. Teacher or designated staff counsels with student.
3. Teacher or designated staff determines whether to involve a school social worker, nurse, school guidance counselor, psychologist, behavior analyst, S-Team, 504 Team, IEP Team or Cluster Support Team.
4. One or more interventions are initiated. All interventions and interactions are documents in the Student Management System.

Level B Response- Administrative Level Referral

1. Student tells his/her side of the story and has an opportunity to write a statement.
2. Administrator conferences with parent or guardian and determines if further consultation with school staff or teams or a referral to youth court is necessary.
3. Documentation of prior interventions is provided to the parent or guardian.
4. One or more additional interventions are initiated as appropriate. All interventions and interactions are documented in the Student Management System.
5. If necessary, in-school suspension (ISS) of up to three days or comparable services may be utilized.

Level C Response- In-School Suspension Option

1. Steps one through four are repeated from Level B.
2. A referral to Youth Court may be submitted.
3. If necessary or if sanctioned by the Youth Court, administrator may give ISS or comparable services for one to three days.

Level D Response- In-School Suspension Option

1. Same as Level C, except that a referral will be submitted to Youth Court for sanctions
2. Administrator may give ISS or comparable services for one to three days.
3. Dean, student, parent and necessary staff will develop and implement a plan for improving the student's behavior.

Level E. Response- Expulsion Option

1. Same as Level D, except that administrator may expel a student if necessary.
2. Expulsion is a measure of last resort. Prior to expulsion, all of the following factors must be considered: the seriousness of the act; the harm caused, including any injuries; the student's willingness to repair the harm; the extent of the actual disruption to the learning environment; whether the act was intentional; the student's health, disability, decision-making ability and the student's prior discipline history.
3. Expulsion Documentation: All interventions utilized prior to expulsion must be clearly documented in the Student Management System. All reasons for expelling a student rather than using a lower level of response must be clearly detailed.
4. Zero Tolerance offenses as defined by state law require a Level E Response, except "Threat by Electronic Transmission". Said offense requires a mandated 180 community service.

CODES AND DEFINITIONS OF BEHAVIORS

Below are definitions of behaviors that may be subject to disciplinary responses and interventions. *Please note that school rules are different from Tennessee State Criminal Law. Met Tech does recognize its legal obligation to report criminal acts to law enforcement.*

Type 1 Behaviors

Code 100 | Tardy to Class or School
Arriving late to school, class or activity.

Code 101 | Noncompliance with a Reasonable Request
Not following a reasonable request of a teacher, administrator or staff member.

Code 102 | Agitating Other Students
Unwanted and/or unreciprocated picking on or bothering of other students.

Code 103 | Profane or Indecent Language
Using profane or indecent language, such as cursing on school grounds or at school-sponsored activities.

Code 104 | Unauthorized Possession of Medication
Possession of prescription or non-prescription medication that has not been registered in the school's office.

Code 105 | Fireworks: Possession
Knowingly possessing fireworks on school grounds, or at a school-sponsored activity.

Code 106 | Dress Code Violation

Wearing clothing that does not comply with the standard school attire policy or requirements for appropriate dress.

Code 107 | Cheating

The act of gaining an unfair advantage on graded academic activities.

Type 2 Behaviors

Code 200 | Repeated Violations of Type 1 Behaviors

A repeated pattern of Type 1 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 1 behavior may constitute a pattern. The discipline referral must include documentation of interventions implemented.

Repeated violations for attendance or dress code Met Tech in agreement with the U.S. Department of Justice's recommendations on Disciplinary Practices, believes that the use of exclusionary practices for attendance violations harm student achievement. However, Met Tech recognizes that flagrant disruption of the learning environment is counter-productive to the learning environment.

Code 201 | Tobacco: Possession or Use

Possessing or using tobacco products, including but not limited to, cigarettes, vapor or e-cigarettes or chewing tobacco.

Note: Tennessee law requires principals or law enforcement to issue citations to students under 18 who violate the *Prevention of Youth Access to Tobacco Act*. Violations include using, possessing, purchasing or receiving a tobacco product.

Code 202 | Electronic Devices

Using personal technology (such as a cell phone), electronic devices or the internet, except when used for educational purposes with the permission of the classroom teacher or school administrator, or in violation of school rules.

Code 203 | Disruption of the School Environment

Continuously and intentionally disrupting the school environment to the extent the learning of other students or the normal functioning of the school is significantly impaired. The discipline referral must include evidence demonstrating learning or the normal functioning of the school was significantly impaired.

Code 204 | Inappropriate Sexual Contact

Minor contact of a sexual nature, such as touching over clothing.

Code 205 | Gambling

Betting on games or activities for money or things of value.

Code 206 | Drug Paraphernalia

Possessing any material used to produce or consume illegal drugs. Drug paraphernalia includes, but is not limited to bongs, roach clips, miniature spoons and pipes used to consume illegal drugs.

Code 207 | Cutting Class

Failing to attend a scheduled class or activity without authorization.

Code 208 | Inappropriate Physical Contact With Other Students

Engaging in minor physical contact with another student such as pushing, bumping, or horseplay.

Type 3 Behaviors

Code 300 | Repeated Violations of Type 2 Behaviors

A repeated pattern of Type 2 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 2 behavior may constitute a pattern. The discipline referral must include documentation of interventions implemented.

Code 301 | Profane or Indecent Language Directed Toward an Authority Figure

Directing profane or indecent language toward a teacher, staff member or administrator.

Code 302 | Leaving School Grounds Without Authorization

Leaving grounds without the permission of school officials

Code 303 | Noncompliance with an Administrative Directive

Refusing to follow administrative directives to comply with assigned disciplinary responses.

Code 304 | Vandalism Under \$500

Willfully destroying or defacing school or personal property. The damage caused is less than \$500. A child's willingness to repair property or to make restitution will be taken into account in determining appropriate level of response. A referral may be made to youth court for any student found in violation of this code.

Code 305 | Theft from an Individual or of School Property Under \$500

Taking the property of another individual or of the school without permission, with the intent of depriving the owner of the property. The value of the property is taken is under \$500. A student's willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response. A referral may be made to youth court for any student found in violation of this code.

Code 306 | Falsifying Records

Falsifying or altering school records, including, but not limited to, written, electronic or digital school records. This does not include cheating. Cheating will be dealt with at the instructional level.

Code 307 | Inappropriate Sexual Behavior

Behavior of a sexual nature that is not recurring and does not rise to the level of sexual harassment or sexual assault. Inappropriate sexual behavior includes, but is not limited to, physical or verbal conduct, communication of a sexual nature, or sexual behavior between consenting parties on school grounds or at school-sponsored events. A referral will be made to youth court for any student found in violation of this code.

Code 308 | Fighting

Mutual participation in an incident involving physical violence. A referral will be made to youth court for any student found in violation of this code.

Code 309 | Alcohol or Drug-like Substance: Use, Possession or Under the Influence

Possessing, using or being under the influence of alcoholic beverages or substances that have the potential to intoxicate. A referral to the school social worker and youth court will be made for any student found to be in violation of this code.

Code 310 | Threats: Class 1

A written, verbal or electronic threat to cause harm to students, staff or school in which no plan exists to carry out the threat. The threat must be one that would cause a person to reasonably fear bodily injury. A referral will be made to youth court for any student found in violation of this code.

Code 311 | Possession of a Non-Lethal Firearm or Replica of a Firearm

Possessing a non-lethal firearm, weapon replica, stun gun, BB gun, air gun, air soft gun, pellet gun, cap gun or toy gun. A student found in possession of a water gun will not receive an expulsion. Response D may only be utilized if possession of the non-lethal firearm or replica causes actual risk of harm to students. The specific nature of the risk must be documented in the discipline referral.

Code 312 | Possession of Other Weapons

Possessing or transmitting:

- A knife, switchblade, razor blade, box cutter or other similar instrument utilizing a razor blade
- Ammunition, chains, nun-chucks, brass knuckles or Billy clubs
- An electric weapon or device, such as a Taser
- Capsicum (pepper spray)
- Weapons similar to those listed above capable of causing serious bodily injury

Any weapon found on school grounds or at school functions will be confiscated and turned over to the appropriate authorities. Response D may only be utilized if possession of the other weapons causes actual risk of harm to students. The specific nature of the risk must be documented in the discipline referral.

Code 313 | Trespassing on School Grounds

Entering or remaining on school property without authorization. Being present in restricted areas of the school without authorization.

Code 314 | Inappropriate Physical Contact Toward School Staff

Engaging in minor physical contact with staff such as intentional or reckless pushing or bumping or other incidents in which there is contact.

Code 315 | Gang Activity

Participating in the display of symbols or paraphernalia or the recruitment/initiation of a student into a gang (violent or disruptive group)

Type 4 Behaviors

Code 400 | Repeated Violations of a Pattern of Type 3 Behaviors

A repeated pattern of Type 3 behaviors that continues after documentation of prior interventions. Three or more incidents of Type 3 behavior constitutes a pattern. The discipline referral must include documentation of interventions implemented in determining whether an E response should be used. Consideration should be given to whether the behaviors pose a threat to the safety or security of the school. A Youth Court referral shall be submitted.

Code 401 | Assault of Student

Intentionally, knowingly or recklessly committing an unprovoked physical attack on another student. Minor physical contact, such as pushing or shoving, does not constitute assault. Student may not receive the same disciplinary consequences for their involvement in an altercation if the school administrator determines they acted in self-defense to protect themselves from physical harm (T.C.A. 49-6-3401). Response E may be used if the assault or the resulting injuries were severe. When response E is used, evidence documenting the incident's severity and any injuries must be listed in the discipline and the Youth Court referral.

Code 402 | Under the Influence of Illegal Drugs

Being under the influence of illegal drugs while on school grounds or at school sponsored activities. A referral to the school social worker will be made for any student found in violation of this code

Code 403 | Threat: Class 2

A written, verbal or electronic threat to cause harm to students, staff or school in which evidence exists that a student has a specific, credible plan to cause harm to students, staff or school. A referral to the school social worker and Youth Court will be made. When response E is used, evidence documenting the incident's severity must be listed in the Discipline and Youth Court Referral.

Code 404 | Bullying

Bullying is any intentional act that is severe, persistent or persuasive and substantially interferes with a student's educational benefits, opportunities or performance, and has the effect of:

1. Physically harming a student or damaging a student's property
2. Knowingly placing the student or students in reasonable fear of physical harm or damage to the student's property
3. Causing emotional distress to a student or students
4. Creating a hostile educational environment

Bullying may involve, but is not limited to, the following: unwanted teasing, threatening, intimidating behavior, cyberbullying, physical bullying, hazing, theft, sexual relations or racial harassment and public humiliation. Bullying that involves a protected class must be reviewed for potential civil rights violations. If bullying is repeated over time and persists after documented administrative interventions, expulsion may result.

Hazing is defined as an intentional or reckless act on or off Met Tech property, by one student acting alone or with others, directed against any other student, that endangers the mental or physical health or safety of that student, or that induces or coerces a student to endanger that student's mental or physical health or safety.

Hazing does not include physical contact associated with athletic events, training or with competition conducted under a coach's or sponsor's supervision.

Code 405 | Cyberbullying

Using information and communication technologies, including, but not limited to email, cell phones, pagers, voicemails, texts, still photographs or video messages, instant messaging, defamatory websites, social networking sites and online personal polling sites or journals to bully another student. See the definition of bullying above.

Code 406 | Harassment

Misconduct that may be perceived or described as bullying, cyberbullying, discrimination, intimidation or hazing may constitute prohibited harassment under this policy when the conduct is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry or sex, including gender identity, gender expression and appearance; and creates a hostile environment.

Harassment may take many forms and is not limited to conduct that constitutes bullying. Harassing conduct may include: verbal acts and name calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful or humiliating if such conduct is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry or sex, gender identity, gender expression and appearance. Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment created a hostile environment when the conduct is sufficiently severe, persistent or pervasive to as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the school.

Code 407 | Sexual Harassment

Sexual harassment is harassment based on sex. Behaviors that constitute sexual harassment may include, but are not limited to: unwelcomed sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature sent by e-mail or other electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching. Sexual harassment may be directed against a particular person or persons or group whether of the opposite sex or same sex.

Code 408 | Assault of Teacher or Staff

An intentional or reckless act that causes or has the potential to cause physical injury to a teacher or school staff on school grounds or at a school-sponsored activity.

Code 409 | Extreme Disruption of the School Environment

Intentionally disrupting the school environment to the extent that the safety of other students is at risk. Response E may only be used if there is a documented evidence of actual risk of harm to students provided in the discipline referral. However, Response E may be used whenever a threat requires an incident response, regardless of actual risk of harm to students.

Code 410 | Group Fighting

Three or more students engaging in a physical altercation. The altercation may include more students against a few students or multiple one on one fights.

Code 411 | Gang Intimidation

A gang-involved student behavior in a way that would reasonably be expected to cause physical injury to any person.

Code 412 | Off -Campus Behavior Leading to Felony Charge Under T.C.A. 49-6-3051 (b) or Off-Campus Acts Committed Against a Member of the School Community

Students may be subject to disciplinary action for off-campus behavior when:

1. The student's behavior results in a felony charge under T.C.A. 49-6-3051(b) and the student's continued presence poses a danger to person/persons or disrupts the educational process.
2. When a student commits an act against a member of the student's school community that poses a threat to the safety of other students or school staff in the student's school. The discipline referral must include a specific description of the safety threat posed to students or staff.

Code 412 | Sexual Assault

Unwanted sexual contact with the use of force against a person's will or when the victim is unable to give consent that poses physical, emotional, or psychological distress or injury upon the victim.

Code 413 | Robbery

Intentionally or knowingly taking the property of another person by use of violence or with the use of a weapon.

Code 414 | Reckless Endangerment

An intentional action in which the behavior causes injury or may potentially cause injury to students or staff.

Code 415 | Fighting: Repeated

A student who participates in two or more fights in a school year may receive a minimum of five days ISS and a referral to Youth Court. The disciplinary response is based on the severity and the extent of the actual disruption.

Code 416 | Repeated Fighting

A student who participates in two or more fights in a school year may receive a minimum of five days in-school suspension with a five day after school behavioral intervention group sessions upto an expulsion. The disciplinary response should be based on the severity and the extent of the actual disruption to the learning environment.

Code 417 | Vandalism (Over \$500)

Willfully destroying or defacing school or personal property. The damaged caused is over \$500. A student's willingness to repair the damage or make restitution will be taken into account in determining the appropriate level of response.

Code 418 | Theft From an Individual or of School Property (Over \$500)

Taking the property of another individual or of the school without permission with the intent of depriving the owner of the property. The value of the property is over \$500. A

student's willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.

Code 419 | Refusing or Fleeing From a Drug or Weapon Search

A student who refuses to submit to drug or weapon search or flees when requested is in violation of this code. Evidence of drugs or firearms must exist for expulsion. A student violating this code is not eligible for First Time Drug Offenders Class.

Type 5 Behaviors- Zero Tolerance (ZT) Offenses- Mandatory Expulsion for One Year

A Zero Tolerance (ZT) Offense requires and expulsion of one calendar year (180 school days) under Tennessee State Law. However, the Dean of Students or his/her designee may modify the length of the expulsion on a case by case basis through the appeals process or through a request for modification. The following are ZT offenses under Tennessee Law:

Code 501 | Rape

Committing oral, anal or vaginal penetration with the use of force, against a person's will or when the victim is unable to give consent.

Code 502 | Homicide

Killing another person

Code 503 | Threat by Electronic Transmission

A student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and creates actual disruptive activity at the school that requires administrative intervention.

Code 504 | Drugs: Possession

Unlawful possession, use, distribution of drugs on school grounds, including any controlled substances, controlled substance analog or legend drug (prescription drug). Prohibited drugs include, but are not limited to, ketamine, bath salts and salvia. Distribution of drugs is defined as the intentional exchange of any prohibited drug for money or other benefit. A referral to the school social worker will be made for the student found in violation of this code.

First Offenders Drug Diversion Program- Student is in possession or under the influence of marijuana or unauthorized prescription drugs for the first time. Although possession of drugs is a ZT offense, first-time offenders are eligible for a modification of expulsion under the Drug Diversion Program. A student who is found to have intent to distribute any drug with or without monetary exchange is not eligible for the Drug Diversion Program. Eligibility requirements will include students attending an eight-hour drug education class and parents/ guardians will be required to attend a two-hour drug education class. Failure to complete all requirements of the program will nullify the student's eligibility. A referral

to the school social worker will be made for any student participating in the Drug Diversion Program.

When a student participates in the First Offenders Program, he or she waives the right to an appeal. If a student misses a required drug education class or drug screening, they may be expelled. Upon expulsion, they will not have a right to appeal.

Code 505 | Aggravated Assault of Teacher, School Staff or a School Resource Officer (SRO)

Intentionally or knowingly causing serious bodily injury to a teacher, school staff member or SRO.

Code 506 | Explosives

Possession of any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, mines or similar devices. Possession of fireworks altered or modified to constitute an explosive may be considered a ZT offense only if the altered fireworks are identified as an explosive by law enforcement. Fireworks are not considered an explosive.

Code 507 | Firearms

Possession of a firearm or bringing a firearm to school. This includes, but is not limited to, handguns, rifles and shotguns. As required by state and federal law, any student who brings a weapon to school will be referred to law enforcement.

DISCIPLINE TABLE

Type 1 Behaviors		Code	Response	Youth Court	Expulsion
Tardy to school		100	A	No	No
Noncompliance with a reasonable request		101	A	No	No
Agitating Students	Other	102	A	No	No
Profane or indecent language		103	A	No	No
Unauthorized Possession of Medication	of	104	B	Yes	No
Possession of Fireworks	of	105	A	Yes	No
Dress Violation	Code	106	A	No	No

Cheating	107	A	Yes	No
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Type 2 Behaviors	Code	Response	Youth Court	Expulsion
Repeated violations of Type 1 behaviors	200	A, B	Yes	No
Possession or Use of Tobacco Products	201	A, B	Yes	No
Improper Use of Cell Phone, Internet or Electronic Devices	202	A, B	No	No
Disruption of School Environment	203	A, B	No	No
Inappropriate Sexual Contact	204	A, B	Yes	Yes
Gambling	205	A, B	Yes	No
Drug Paraphernalia	206	A, B	Yes	No
Cutting Class	207	A, B	Yes	No
Inappropriate Physical Contact with Other Students	208	A, B	Yes	No

Type 3 Behaviors	Code	Response	Youth Court	Expulsion
Repeated violations of Type 2	300	A, B, C	Yes	No
Profane or indecent language toward authority figure	301	A, B, C	Yes	No
Leaving school grounds	302	A, B, C	Yes	No
Noncompliance with an Administrative Directive	303	B, C	Yes	No
Vandalism <\$500	304	B, C	Yes	No
Theft < \$500	305	B, C	Yes	No

Falsifying School Records	306	B, C	Yes	No
Inappropriate Sexual Behavior	307	B, C	Yes	Yes (depends on the nature of offense)
Fighting	308	C, D	Yes	No
Alcohol or Drug like substance use, possession or under the influence	309	C, D	Yes	No
Threats: Class 1	310	B, C	Yes	No
Possession of a non-lethal firearm	311	B, C	Yes	No
Possession of other weapons	312	B, C, D	Yes	No
Trespassing on School grounds	313	B, C	Yes	No
Inappropriate Physical Contact Towards School Staff	314	B, C, D	Yes	Yes
Gang Recruitment Activity: or display	315	B, C	Yes	Yes
Type 4 Behaviors				
Repeated violations of Pattern of Type 3 Behaviors with Evidence of Implemented Interventions	400	C, D, E	Yes	Yes
Assault of a Student (automatic expulsion if results in injuries)	401	D, E	Yes	Yes
Under the Influence of Illegal Drugs	402	C, D, E	Yes	Yes
Threats: Class 2	403	C, D, E	Yes	Yes
Bullying (expellable if bullying is repeated and persists after administration intervention)	404	C, D, E	Yes	Yes

Cyberbullying (expellable if bullying is repeated and persists after administration intervention)	405	C, D, E	Yes	Yes
Harassment	406	C, D, E	Yes	Yes
Sexual Harassment	407	C, D, E	Yes	Yes
Assault of Teacher or staff	408	D, E	Yes	Yes
Extreme Disruption of the school environment	409	C, D, E	Yes	Yes
Group Fighting	410	D, E	Yes	Yes
Gang Intimidation	411	C, D, E	Yes	Yes
Off Campus Behavior (Felony under 49-6-3051(b)(1) or an act committed against a member of a student that possesses a threat to the safety of the school	412	C, D, E	Yes	Yes
Sexual Assault	413	D, E	Yes	Yes
Robbery	414	D, E	Yes	Yes
Reckless Endangerment	415	D, E	Yes	Yes
Repeated Fighting	416	D, E	Yes	Yes
Vandalism >\$500	417	C, D, E	Yes	Yes
Theft >\$500	418	C, D, E	Yes	Yes
Refusing or Fleeing Drug or Weapon Search	419	C, D, E	Yes	Yes
Possession of Drugs or Weapons	420	C, D, E	Yes	Yes

Type 5 Behaviors				
Rape	501	E	No	Yes
Homicide	502	E	No	Yes
Threat by Electronic Transmission	503	E	No	Yes
Drugs: Use, Possession or Distribution (T.C.A.	504	E	Yes	Yes

§§39-17-403,454 and 53-10-101

Aggravated Assault of Teacher or Staff	505	E	Yes	Yes
Explosives	506	E	No	Yes
Firearm: Rifle/Handgun/Shotgun	507	E	No	Yes

DISCIPLINARY PROCESS & PROCEDURES

Disciplinary Due Process Suspensions and Expulsions

Disciplinary action will be initiated by the Dean of Students or his/her designee. The Dean or designee will investigate a student's alleged misconduct and determine whether disciplinary action is necessary. The Dean/designee will provide due process by explaining the school's view of the offense, the information gathered during the investigation, and the length of in-school suspension/expulsion or other behavioral intervention as determined by the Dean. The Dean/designee will allow the student to explain his/her view of the offense.

If the dean/designee has knowledge of any serious student misconduct, the dean/designee has knowledge of any serious student misconduct, the dean/designee may immediately remove the student to restore order, to further investigate the misconduct or to protect persons on the school grounds. The dean/designee may immediately impose two in-school suspension. If it is determined that disciplinary action is not warranted, the incident be deleted.

The Dean/designee is responsible for notifying the parent/guardian of the incident by phone and in writing. The dean/designee will develop and implement a plan for improving behavior. The plan will be discussed with the parent/guardian at a mandatory parent/guardian conference.

An expulsion is defined as a suspension of more than 10 days. On the same date that the Dean/designee makes the decision to expel a student, the dean/designee must give the immediate written notice to the student and the student's parents/ guardians outlining the right to appeal. The parent/guardian has the right to appeal the expulsion. Expelled students are prohibited from entering on the property of Met Tech or at school sponsored events.

Process for Expulsions & Appeals of the Expulsions

There are three levels of appeals: Level 1 is to the Dean of Students, Level 2 is to the Principal, Level 3 is to the in-house general counsel.

Upon making a decision to expel a student, the decision from the Level 1 or Level 2 appeals may affirm the decision of the Dean or his/her designee, order removal of the expulsion

conditionally or upon such terms and conditions as it deems reasonable or modify the length of the expulsion.

All appeals of disciplinary decisions associated with expulsion must be filed, orally or in writing, within five calendar days of the written actual notice of the decision to expel. If the appeal is not filed within the five days, the right to appeal is waived. Each appeal hearing is recorded.

LEVEL 1- Appeal to the Dean of Students

The appeal from this decision will be to Principal. The hearing will be held no later than 10 days after the beginning of the expulsion. The parent/guardian will be given written notice to the time and place of the hearing to the person requesting the appeal and the dean designee who ordered the expulsion. During deliberations, all parties will be excused. Failure to attend this appeal may constitute a waiver of the student's/parent's right to appeal. Extenuating circumstances will be considered by the coordinator.

A written record of the proceedings, including a summary of the facts and the reasons supporting the decision, will be made by the Dean of Students.

LEVEL 2- Appeal to the Principal

A Level 2 appeal may be requested based on the following reasons:

- Parent/student believes due process rights have been violated.
- New evidence will be presented that was not presented at the Level 1 appeal hearing.
- A plea for leniency.

At this level, the expelling dean designee is represented by a member of the governing board. The representative explains the incident to the principal, including the facts discovered and terms of expulsion. All pertinent information, including the student's record will brought to the appeal to address questions that may be asked.

LEVEL 3- Appeal to the General Counsel

The Principal may grant or deny a request for a hearing before the General Counsel and may affirm or overturn the decision with or without further hearing.

Modification Of Expulsion Request

A request for modification of an expulsion is a request for the principal or designee to change the terms of the expulsion, including but not limited to the length of the expulsion. At any time after the conclusion or waiver of the appeals process, a parent or guardian and/or student may submit to the Principal a written request for modification of the student's expulsion. The Principal has the power to modify any expulsion on a case-by-case basis at any time after the completion of the appeal process or waiver. The written request should include a statement of reasons supporting the modification. The Principal/ designee

will respond to the request with his/her decision within a reasonable time, which will not exceed 21 calendar days from the receipt of the request.

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STUDENT CLUBS & ORGANIZATIONS

Met Tech offers student clubs and organizations to provide students with opportunities to learn the value of teamwork; individual and group responsibility, physical strength and endurance, competition, diversity and a sense of culture and community.

All clubs and organizations are open to all grade levels. Students must maintain a minimum 2.5 g.p.a. and must have completed violation sanctions, if applicable, to remain as part of any club or organization. The following clubs and organizations are:

Student Council- The council provides a means by which the students can address school-related issues. Students are trained in good citizenship and leadership through school and community activities. Student council promotes school spirit by coordinating all Homecoming activities as well as managing Freshman Orientation. The council is the avenue which allows the student body to have special days, i.e. 70's day. Each class has four elected officers.

National Honor Society- Met Tech will apply to become a chapter of the NHS. Membership is open to students in grade 10-12 who has a cumulative of 3.0 or greater; participates in community service, demonstrate leadership qualities and exhibit good moral character. (By invitation only)

Yearbook Club- This group produces the yearbook. Students take pictures, write copy and help organize the book's layout.

Journalism Club (The Buzz) - This group produces the school newspaper. Students relay important information relevant to school life and events throughout the year. They help organize the paper layout. The paper is a co-curricular activity that students select as part of their academic schedule. Students search out, and draft stories to both help distribute information and hone their journalistic skills.

Drama & Theatre Club (Theatre Company)- This club give students the opportunity to participate in all aspects of theatre production from acting to set construction, stage management and more. Each year, Theatre Company produces several shows, including a full-length play and a musical.

Mock Trial Team- This Mock Trial Team Competition strives to give students a fuller understanding of the American justice system by allowing them to experience the legal process first hand. The group will compete on national levels and will serve as the body of the Youth Court.

SkillsUSA – SkillsUSA enhances the lives and careers of students-and the quality of America's skilled work force—by fostering citizenship, employability and occupational skills through career focused education and industry partnerships. \$25 fee required. Must be in CTE classes.

Young Entrepreneur Academy- This program transforms high school students into real, confident entrepreneurs. Students generate business ideas, conduct market research, write business plans, pitch to a panel of investors, and launch their own companies. Students choose this as a co-curricular elective that is part of the student's academic schedule.

Athletics Programs will be added upon approval of TSSAA Membership

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MET TECH 2020-2021 SCHOOL CALENDAR

ACADEMIC CALENDAR

August

3 First Day of School

September

7 Labor Day (No school)

2 End of first report card period

9 Progress Reports issued

16 Report cards issued

17 Parent Teacher Conference (3-6) & (4-7)

October

14 7 – 11 Fall Break

14 Second Reporting Period begins

November

11 Veteran's Day (No School)

13 Progress Reports issued

20 Reports cards issued

27 – 29 Thanksgiving Break

December

2 Third Reporting Period begins

14 – 17 Midterms

18 1st Semester ends

21 – 31 Winter Break

January

- 1 New Year's Day (No School)
- 14-15 Professional Development (Students out)
- 18 Martin Luther King Day
- 25 Progress Reports issued

February

- 3 Report cards issued
- 6 Fourth Reporting period begins

March

- 3 Progress reports issued
- 10 Report Cards issued
- 15-19 Spring Break
- 23 Fifth Reporting period begins

April

- 7 Progress Reports issued
- 9 Spring Holiday
- 14 Report Cards issued
- 16 Sixth Reporting period begins

May

- 17-20 Final exams
- 21 End of semester (Last day of school) Final Report Cards mailed and available on student portal.

STATE OF TENNESSEE REQUIRED TESTING

Citizenship/ Civics				
Assessment	Grades	Purpose & Use	Test Window	Reporting
U.S. Civics Exam	9-12	Students graduating after January 17, 2017 are required to take a U.S. civics exam composed of questions administered as part of the civics test administered by the U.S. citizenship and immigration services to people seeking to become naturalized citizens	School will schedule as necessary	Results are available soon after the test is given. Results are shared with students and parents.

College & Career Readiness				
Assessment	Grades	Purpose & Assessment	Test Window	Reporting
ACT	9-12	The ACT is a college readiness test utilized by hundreds of colleges and universities. It also helps determine which students are eligible for the HOPE Scholarship	March & April	Student-level reports are given 3-8 weeks after the test is given.

State Required Field Tests				
Assessment	Grades	Purpose & Assessment	Test Window	Reporting
TCAP ELA-Writing Field Test	9-11	Approximately one-third to one-half of schools and districts will be required to participate in these field tests on a rotating basis every two to three years	March (to be determined by the state)	Results from field-tested items are used for test development
TCAP EOC U.S. History Field Test	9-12	Approximately one-third to one-half of schools and districts will be required to participate in these field tests on a rotating basis every two to three years	March (to be determined by the state)	Results from field-tested items are used for test development

Student Achievement in High Schools				
Assessment	Grades	Purpose & Assessment	Test Window	Reporting
TCAP End of Course Exams	9-12	These assessments measure a student's skills in high school English, Integrated Math, Algebra I, Algebra II, Biology I, Chemistry and U.S. History.	Mid-April- Early May	Quick score results are available soon after the test is given so teachers can calculate final grades.

NOTICE OF PROCEDURAL SAFEGUARDS Section 504

Notice of Parent/Student Rights in Identification, Evaluation, and Placement of Individuals with Disabilities

In compliance with the procedural requirements of Section 504 of the Rehabilitation Act of 1973, hereinafter Section 504, the following Notice of Parent/Student Rights in Identification, Evaluation, and Placement shall be utilized in the Minnetonka School District.

This document is provided to ensure that you are aware of the regulations regarding the identification, evaluation or placement under Section 504 that may pertain to your child. Should you have any questions, contact Amy Horning, the Section 504 coordinator. As the parents/guardians, you may also meet with the superintendent or a designee and/or the local school board to resolve any objections to the evaluation or educational placement of your child.

I. Section 504 is enforced by the U. S. Department of Education, Office for Civil Rights (OCR). If you need information about Section 504, the contact information is as follows: Office for Civil Rights, Chicago Office (Region V) U. S. Department of Education 500 W. Madison Street Suite 1475 Chicago, Illinois 60661 (312) 730-1560 FAX: (312) 730-1576 TDD: (312) 730-1609 Email: OCR.Chicago@ed.gov

II. The following is a description of some of the rights granted by this federal law pertaining to students with disabilities who are subject to identification, evaluation or placement under Section 504. (See 34 C.F.R. § 104 for a full compilation of regulations.) A. Your child is entitled to take part in and receive benefits from public education programs or activities without discrimination because of his or her disability. 34 C.F.R. §104.21 B. Your child is entitled to receive a free appropriate public education regardless of the nature or severity of his or her disability. 34 C.F.R. § 104.33(a) C. Your child is entitled to receive regular or special education and related aids and services that are designed to meet his or her individual educational needs as adequately as the needs of students without disabilities. 34 C.F.R. § 104.33(b)

education to the student. The school district shall notify you of the specific reason(s) for the request. iii. The school district shall conduct hearings within twenty (20) instructional days after it receives the request, unless the hearing officer grants an extension, and at a time and place reasonably convenient to you. Q. You are entitled to request a review (appeal) of the hearing, should you not prevail. The following details the procedure: i. You or any party to the hearing may petition to review (appeal) the decision of the hearing officer. The request must specify the objections and be filed with the superintendent and the opposing party within twenty (20) instructional days of the date the hearing officer's decision is received. The school district must appoint an

independent appeals officer to conduct an impartial review of the record as a whole. The officer may, at his/her election, conduct the review with or without oral argument. Such review shall be conducted within twenty (20) instructional days of the receipt of the petition to review, unless either party requests an extension of time. ii. The appeals officer shall ensure that a transcript of the review is prepared and made available to any party upon request. iii. Any party disagreeing with the decision of the appeals officer may appeal to a civil court with jurisdiction. iv. A parent/guardian represented by legal counsel during the proceedings of a due process hearing, appeal, or civil action may be entitled to reimbursement of legal fees if the parent ultimately prevails. This procedure does not deny the right of the grievant to file a formal complaint in federal court of with the U.S. Department of Education. Changes in the law, including timelines for filing a complaint, may affect your rights.

The person in this school who is responsible for assuring that the school is in compliance with Section 504 is the Section 504 Coordinator.

Director of Clinical Services

Name and contact information to be added

This document is not to be a substitute for legal advice. It contains portions of the Section 504 regulations. For a complete compilation of the law, see 34 C.F.R. § 104.

Attachment C: Student Discipline Policy

ATTACHMENT C: Student Discipline Policy
Metamorphoses Vocational and Technical School
Student Discipline

I. Introduction

Met Tech's mission is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse society. Students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting.

Students should receive effective and engaging teaching, with differentiated curriculum, instruction and assessment designated to address the needs of our diverse learners. Students have a right to attend schools that are safe and free from unnecessary disruption. MSVCD believes that proper student conduct, reinforced by an effective discipline program, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

II. Purpose

A. The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success, and to support a school environment where students and staff are responsible and respectful.

B. The purpose of this policy is to support school discipline that:

- i. Maintains safe and orderly learning communities;
- ii. Assures consistency across the entire student body;
- iii. Defines and communicates expectations for student behavior;
- iv. Defines and communicates expectations for staff responsibility related to school discipline;
- v. Balances the needs of the whole child, the needs of those directly affected by the behavior, and the needs of the overall school community;
- vi. Assures equity across racial, ethnic, and cultural groups, as well as other protected classes (gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity)

III. General Principles

A. School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.

B. School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.

C. Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students cause disruption or are removed from their classrooms

due to misbehavior.

D. School discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior. School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community and is more likely to result in getting the student re-engages in learning.

E. Effective discipline is built on consistent and effective classroom management and is supported by a positive school climate. The vast majority of disciplinary issues should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment.

F. Met Tech serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, school and staff must build cultural competence. We must strive to eliminate any institutional racism and any other discrimination that presents barriers to success.

G. Student conduct which may be subject to disciplinary action includes those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

IV. General Statement of the Policy

A. Met Tech's system of discipline is built on personal accountability, which is understood to mean:

- i. Recognizing that misbehavior damages relationships between the person or persons who have misbehaved, the person harmed by the behavior, and the community as a whole;
- ii. Having an opportunity to repair harm done and restore relationships whenever possible, as opposed to excluding the person who misbehaved;
- iii. Building personal responsibility by helping individuals develop empathy, self-control, and motivation.

B. School discipline interventions will be guided by the following principles:

- i. Practicing early identification and assessment of struggling students before they fall behind;
- ii. Using a problem-solving process to provide interventions matched to student needs;
- iii. Ensuring timely progress monitoring and feedback;
- iv. Delivering scientific, research-based interventions with fidelity.

C. Met Tech recognizes three types of intervention strategies: Administrative, Restorative, and Skill-based/ Therapeutic. Teachers and administrator will consider utilizing the types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd and 3rd offenses. 2nd, 3rd and serious infractions will be heard before the youth court for determination of level of imposed sanctions. Sanctions to be offered are: Community service, Writing assignments, and Workshops/Behavior Modification classes.

D. Met Tech will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior.

E. School employees must abide by all applicable federal and state statutes and city ordinances, plus all relevant policies and procedures when dealing with disciplinary matters.

F. Every student is required to follow this policy and accompanying procedures.

G. All students are held to high standards of behavior, and by correcting misbehavior as necessary. Students should have input in the development of discipline rules for their schools and classrooms.

H. As a means of due process, fairness and equity, students committing certain infractions are referred to Youth Court in a tribunal setting for disciplinary action.

The Tribunal setting consists of no more than seven (7) members (a panel of three judges, an advocate for the school, the respondent and an advocate for the respondent and a case manager). Met Tech does not support out-of-school suspensions. Out-of-school suspensions are a disruption to the learning process and are the least effective methods of discipline.

Met Tech supports effective practices in its alternatives to suspension. Met Tech will only exercise the sanctions imposed as recommended by the Youth Court. Recommendations for expulsions and referrals to law enforcement will be used to the extent practicable while remaining consistent with state statute, local ordinances and mandatory reporting laws. It is the goal of Met Tech that the juvenile and criminal justice systems be utilized less frequently to address school-based misconduct.

I. Met Tech does not support expulsion of students. Expulsion is reserved for only the most severe behaviors impacting staff and student safety. It is essential to provide developmentally appropriate strategies and supports for student behaviors; removals from the education environment will be rare and will be accompanied by intentional planning to address behaviors. Students committing serious violations, i.e. weapons on campus, will be subject to a formal hearing. Formal hearings will be held with the appropriate staff, student and his/her family as well as anyone else involved in the incident. The parent/guardian will be notified of such hearing to present their case. A final decision will be made by the Dean and hearing committee.

J. Discipline for Students with Disabilities will generally be held to same standards as general education students and will be offered the same supports and interventions. However, if a student's IEP identifies specific consequences for certain kinds of conduct, the student will be disciplined according to the plan. Metamorphoses believe that students with disabilities, except for those with the most severe cognitive impairments, can achieve the same level of performance and skills as their non-disabled peers. To help students with disabilities achieve this goal, students with disabilities are held to the same standards as general education students. In addition to ensuring that these students received the support necessary to excel, an emphasis will be placed on proactively shaping student behavior through the school's behavior modification framework.

Moreover, Met Tech will enact the following procedures:

- i. SWD will be engaged in targeted, supportive interventions designed to identify the cause(s) of the problem behavior;
- ii. Students will be assessed for unidentified disabilities that may give rise to such behavior;
- iii. Functional behavioral assessments will be performed to identify the cause of infraction and potentially effective support mechanism;
- iv. All relevant information regarding the student including his/her evaluation, diagnostic results, observations of the student, their individualized Education Program and other special education services are analyzed in this process. The appropriateness of the educational program that the student is undergoing will also be reviewed to analyze and determine whether the behavior in question is a result of manifestation of the student's disability.
- v. The student's IEP will be reviewed annually by the IEP School Team to ensure that the plan is current and accurate. If the student's BIP (Behavior Intervention Plan) identifies specific consequences for certain kinds of conduct, the student will be disciplined according to the plan.
- vi. If the specified intervention is ineffective and additional, targeted supports and interventions do not prevent the student from repeating the same infractions, then the student's IEP Team may consider a change in the plan or change of placement within the school. In response to an offense that warrants an expulsion, the student's IEP Team will work to identify the relationship between the student's action(s) and identified disability.
- vii. Throughout the process, the student will be guaranteed due process as the team will follow appropriate due process provisions as defined by law. A manifestation determination review meeting will be conducted to determine the relationship between the manifestation and the student's disability. A decision will be made within ten (10) days of the Manifestation Review. The Manifestation Review will be coordinated by the Coordinator of Support Services and the IEP Team Lead. Notices will be sent to the parent(s)/guardian of the scheduled meeting. Upon commencement of the meeting, the team will review the student's file for the following:
 - 1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or
 - 2. If the conduct in question was the direct result of the school's failure to implement the student's IEP.

If the Team determines that the behavior met either of the above, the behavior must be considered a manifestation of the student's disability. If the Team determines, specifically that the conduct was the direct result of the school's failure to implement the IEP, the school must take immediate action to remedy the deficiency. If the IEP Team determines that the conduct was a manifestation of the student's disability, the Team must:

- 1. Conduct a functional behavioral assessment (unless already completed) and implement a Behavioral Intervention Plan; or
- 2. Review the existing behavioral intervention plan and modify it to address the behavior; and

3. Return the student to the placement removed from unless his/her parent and the school agree that a change is necessary, or unless the infraction involves drugs, weapons or bodily harm.

If the Team determines that the behavior is not a manifestation, the school may apply the same corrective actions that apply to students without disabilities. If the IEP Team has determined that upon completion of a Manifestation Review Meeting that the student is found to have committed an offense that warrants expulsion and the behavior is not a manifestation of the student's disability, the IEP School Team may recommend transferring the student to an interim alternative education setting that will provide additional resources, structures, and interventions to support his/her needs. The student will continue to receive services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals established in the student's IEP.

K. Students receiving in-school suspensions will be provided alternate instruction so that they receive all classroom assignments and are able to make adequate academic progress and participate in assessment.

L. Discipline procedures guarantee due process to all students and will be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, age or disability.

M. This policy and accompanying procedures are intended to help Met Tech eliminate racial and ethnic disparities, and any other protected class disparities, in school discipline, while improving behavior, school climate, and academic achievement for all students.

N. Met Tech will compile data for administering an effective school discipline policy. It assists with identifying problems, crafting solutions and monitoring progress.

Attachment 1: Youth Court Referral Form***Section I: Referral Information***

Name of person making referral _____

Date of Referral: _____

Position (select one)

- ☐ Teacher ☐ School administrator ☐ School safety agent/ school security
☐ Other professional (e.g. guidance counselor, para-professionals) ☐ Students
☐ Parent ☐ Other _____

Details of incident _____

Is this a first offense? ☐ Yes ☐ No ☐ UnsureIf no, are you aware of disposition of last offense? ☐ Yes ☐ No

If yes, please provide first knowledge details _____

Are there witnesses? ☐ Yes ☐ No If yes, please name:Are there victims? ☐ Yes ☐ No If yes, please name:***Section II: Student Information***

Name: _____

Grade level _____ Homeroom Section _____

☐ Male ☐ Female if female, is she pregnant? ☐ Yes ☐ No ☐ Unsure

Race _____ Approximate age of student _____

Does student have an IEP? ☐ Yes ☐ No If yes, has there been an IEP and behavior meeting held? ☐ Yes ☐ No. **If No, do not proceed with referral until an IEP meeting has been held and a determination made.**

Does the student have physical disability? ☐ Yes ☐ No If yes, what is the disability?

Does the student require language translation? ☐ Yes ☐ No If Yes, what language _____Has the parent(s)/ guardian(s) been notified? ☐ Yes ☐ No

Date of notification: _____

How was notification communicated? ☐ Phone call ☐ Email ☐ Parent link ☐ Text ☐ In person

☐ Note sent home with student ☐ Other _____

Nature of offense (Select all that apply) * indicates may result in expulsion

- ☐ Fighting (no weapon) ☐ Fighting (weapon) * ☐ Vandalism < 500 ☐ Vandalism >500
- ☐ Theft ☐ Burglary ☐ Sexual Offense * specify: _____ ☐ Arson ☐ Aggravated Arson *
- ☐ Drug related offense/ to include possession ☐ Other drug offenses ☐ Gang related offense/ threats to commit harm* ☐ Criminal Trespass ☐ Disorderly conduct ☐ Public intoxication ☐ Unruly behavior ☐ Truancy ☐ Possession of tobacco products ☐ Resisting stop, frisk, halt, arrest or search ☐ Traffic offense on school property ☐ Unauthorized use of a vehicle ☐ Sale of controlled substances * ☐ Reckless endangerment
- ☐ Harassment ☐ False reporting ☐ Excessive absenteeism ☐ Bullying

Administrative Section

Date referral received:

Screened date:

Referral screened by:

Is it appropriate for Youth Court? ☐ Yes ☐ No If yes, forward to intake for scheduling

Intake Section

Date referred to Intake:

Were parent(s)/guardian(s) notified?

Scheduled hearing date:

Date notification sent to parent(s)/guardian(s):

Attachment D: Student Enrollment Policy

Student Enrollment Policy

Enrollment is a parent(s)/ student cooperative choice, wherein a parent obligates to be responsible for their child(ren) abiding by the rules and regulations applicable to attendance, classroom participation, behavior, and uniform policy. Failure to abide by that obligation may result in a loss of re-enrollment opportunity the following year.

Admission Requirements

Met Tech maintains an open admission policy. Students applying for admission must:

- Be at least high school age,
- Have documents substantiating age, grade, social security number, residence and proof of citizenship,
- Have attended a regular comprehensive public or private school,
- Must submit an application for admission and an official transcript from the last school of record.

To assure success in Met Tech's programs, the prospective student must be literate and at least ninth grade of secondary school. Student admission also includes aptitude assessment test to determine the academic level of applicants; these non-fail assessment assists with the needed academic recommendations and will be a part of Individual Training and Employment Plan. All requirements are documented in the student's academic file.

2020 Admissions Calendar

The Admissions Office accepts, enrolls, advises and provides support to students, including alumni activities. New students are admitted to Met Tech for all semesters of a regular school year.

Admissions Procedures

Step 1: Eligibility- All students between the ages of 14-18 are eligible to enroll. Students must be a resident of Shelby County.

Step 2: Basic Data Collection- It is at this point that the individual takes a series of assessments to assess academic skills and competencies. The candidate will meet with an advisor to provide basic biographical and education information and documents. This information allows us to track and maintain student records necessary for compliance with local, state, and federal agencies, if applicable.

Identification of Barriers- The enrollment process includes identifying a person's barriers. This vital information will be assessed and included as part of the enrollment process to empower individuals to make constructive changes. The individual Training and Development Plan is created before pursuing training at Met Tech. A plan is designed to promote

accountability with the program participant and establish a clear set of objectives.

Step 3: Program Orientation- It is during orientation an individual receives their complete information packet about the program. This is important opportunity for program staff to explain expectations about the program (i.e. attendance, safety and dress code requirements) as well as highlight how the program will be able to help students meet their goals. Participants will receive their Parent-Student Handbook and class assignment. Staff will make program participants feel welcome and respected.

Step 4: Registration- Students will schedule to register for class with the Registrar.

Late Enrollment

Individuals wishing to attend Met Tech may file completed applications at any time. Students will be allowed to enroll in the next report card period.

Re-Enrollment Policy & Procedure

To be eligible for continued enrollment in the school or reenrollment, the parent must show proof of residency at the time of enrollment. If the student has withdrawn from the school and intends to return, in addition to residency requirements, a full application form must be completed and submitted.

Transfer Students

Met Tech accepts transfer students who present a complete application and transcript from last secondary institution attended. Before attending Met Tech, records from the previous secondary institution should be admitted to the Admissions Office as soon as possible. Evaluation of transcripts are made by the Registrar. Met Tech may require proficiency testing to determine the level of students' competencies in certain courses which are essential in training for employability; therefore, Met Tech reserves the right to refuse transfer credits.

Provisional Enrollment

Provisional (temporary) admission may be granted to applicants who have not provided all documents required by the registration date. Students so admitted must supply the required documents within a reasonable period or face possible administrative withdrawal. Provisional admission is not allowed during regular admission schedule. All admission requirements must be met, however, before a student can received grades or a transcript. Failure to complete admission requirements within requirements within a reasonable period may result in disciplinary action including, but not limited to, administrative withdrawal.

Met Tech will not discriminate or restrict admissions based upon ability, race, ethnicity, sexual orientation, national origin, disability, gender, income level, or proficiency in English language. The school will advertise the open enrollment period via radio and television,

through local schools, when possible, and on the school's website. Open Houses will be held to allow interested parents and students to tour the school and learn about the programs. In addition, packets of information will be provided for interested parents and students at Open Houses and on the school's website.

Civil Rights

Met Tech will comply with all federal and state civil rights statutes and regulations. Students and/ or parents may file a Civil Rights Complaint with the General Counsel of Met Tech and the Tennessee Department of Education, Office of Civil Rights, 710 James Robertson Parkway, Nashville, TN 37243.

PROPOSED STUDENT RECRUITMENT/ ENROLLMENT TIMELINE FOR 2020-21 SCHOOL YEAR	
August 2019	Charter Approval
August 2019 to December 2019	Active engagement of prospective students for registration
May 2020 to June 2020	Proposed Open Enrollment Period- Information Sessions
May – July 2020	Completion of Enrollments
August 3, 2020	Proposed First Day of School

Attachment E: Pledged Support from Prospective Partners

FREDERICK D. JONES, M.D.
CONSULTANT IN ANESTHESIOLOGY

2/25/2019

Shelby County Schools
Charter School Office
995 S. Lauderdale St.
Memphis, TN 38126

Dear Charter School Authorizer:

It is my pleasure to write this letter in support of Metamorphoses Vocational Technical School ("Met Tech"), a proposed vocational technical focused 9-12 charter school.

I have known James Robinson for a number of years. I have provided financial support to the Metamorphoses Behavior Modification program since I became familiar with the work and the support it provides to delinquent youth while in its partnership with Shelby County Juvenile Court. Mr. Robinson has been an advocate for delinquent youth and the disproportionate inequality of justice amongst African American and disadvantaged youth.

I am a local physician, licensed in both Tennessee and Mississippi and I understand that dreams of becoming physicians or entering the medical field in any capacity can seem like an unrealistic dream fraught with barriers to college access and success. I, like Mr. Robinson, recognize that large gaps remain in educational achievement between students from low-income families and high-income peers. Through the Pre-Med program, students will be able to tap into the resources and training that adequately prepares them to pursue careers in medicine and the health sciences.

This proposed school is a promising model and a call to action to the community and community leaders to reach, inspire, and empower every student that dreams of someday becoming a doctor or entering the medical profession.

I am excited about the vision of Met Tech, an evidence and research based integrated academic Vo-Tech curriculum. I fully support the efforts of Met Tech and Mr. James Robinson as they seek approval of the charter school application. Any education that provides real-world experience integrated with academia that can help to break the cycle of poverty and dramatically benefit the Shelby County community.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Frederick D. Jones". The signature is fluid and cursive, with a long horizontal stroke at the end.

Frederick D. Jones, M.D.

SOUTHWEST

TENNESSEE COMMUNITY COLLEGE

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • www.southwest.tn.edu

March 20, 2019

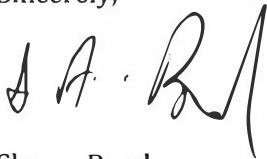
Shelby County Schools
Charter School Office
995 S. Lauderdale St.
Memphis, TN 38126

Dear Charter School Authorizer:

Southwest Tennessee Community College is proud to support and partner with Metamorphoses Vocational Technical High School ("Met Tech") in its application for a charter school. Southwest Tennessee Community College, a Tennessee public community college, through this partnership, will provide Dual Enrollment academic opportunities to all students of Met Tech.

Through this opportunity, juniors and seniors will have the opportunity to enroll in college courses of their choices for credit while enrolled in high school. This gives the students an opportunity a "jump-start" to a college career. Southwest will be their pipeline to postsecondary education. Upon graduation making college education attainable, affordable and in many cases, totally free. Southwest will work with Met Tech to assist graduating students with their journey to their career paths.

Sincerely,



Shawn Boyd
Associate Director, K-12 & Community Partnerships
Southwest Tennessee Community College
Sboyd4@southwest.tn.edu
901.333.4208

Shelby County Schools
Charter School Office
995 S. Lauderdale St.
Memphis, TN 38126

March 21, 2019

Dear Charter School Authorizer,

It is my honor and privilege to offer support for the application of Metamorphoses Vocational Technical High School ("Met Tech"). Tactical Magic has worked with Metamorphoses, Inc. for years with admiration for its outcomes-based behavior modification program. We are excited to be part of the expansion of that vision, incorporating it into a school setting.

We believe in the work of Metamorphoses. We believe that Met Tech will revolutionize the way young people are taught life and occupation skills in high school. The need for this is absolutely urgent in our community.

Tactical Magic is a brand agency that applies strategy, words and imagery to build lasting, favorable impressions. A strong, strategic marketing and branding plan are integral to spreading the message of opportunity, academic access, and academic success.

To reiterate, we believe in the vision of James Robinson and the goal of Metamorphoses to make academic attainment more impactful Shelby County youth. And we are proud to be a partner in this venture.

Sincerely,

Trace Hallowell,
Managing Partner, Tactical Magic

Attachment F: Board Governance Documents

F1. Articles of Incorporation

F2. Proof of non-profit and tax-exempt status

F3. By-laws

F4. Code of Ethics

F5. Conflict of Interest Policy

F6. Board Member resumes

F7. Board policies

METAMORPHOSES, INC.
CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization, Metamorphoses, Inc. (“hereinafter Metamorphoses”) dba- Metamorphoses Vocational Technical School, a charter school (“Met Tech”) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement.
- b.** A compensation arrangement with Metamorphoses or with any entity or individual with which Metamorphoses has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Metamorphoses is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether Metamorphoses can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Metamorphoses' best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to into whether to enter the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a.** A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c.** No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a.** Has received a copy of the conflicts of interest policy,
- b.** Has read and understands the policy,
- c.** Has agreed to comply with the policy, and

- d.** Understands Metamorphoses is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure that Metamorphoses operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to Metamorphoses' written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

THIS Conflict of Interest Policy is adopted this the _____ day of _____, 2019.

By: _____
Chairman of the Board _____ Print

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 27 2008

METAMORPHOSES INC
7873 SHADOWLAND COVE
MEMPHIS, TN 38125

Employer Identification Number:
26-1220487
DLN:
17053066030008
Contact Person:
DANIEL D DRAGOO
Contact Telephone Number:
(877) 829-5500 ID# 31467
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
October 3, 2007
Contribution Deductibility:
Yes
Advance Ruling Ending Date:
December 31, 2011
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

R10678

TE3

261220487



Department of the Treasury
Internal Revenue Service
EO RULINGS AND AGREEMENTS
PO BOX 2508
CINCINNATI OH 45201

Date of this notice: September 14, 2009
Notice Number: CP-158
Taxpayer Identification Number:
26-1220487

017536.643249.0065.002 1 AT 0.357 535



Advance Ruling Period Ending Date:
December 31, 2011

METAMORPHOSES INC
7873 SHADOWLAND CV
MEMPHIS TN 38125-2863732

For assistance, call:
1-877-829-5500

017536

Our records indicate that you were issued an advance ruling letter that treated you as a public charity, rather than a private foundation, during an advance ruling period that ends on the date indicated above. That letter required you to file IRS Form 8734 at the end of your advance ruling period to establish that you qualify as a public charity.

New IRS regulations changed the procedures governing your public charity status. You are no longer required to file Form 8734 at the end of the ruling period. The regulations also provide that donors can rely on your advance ruling letter with respect to your public charity status unless the IRS changes that status, based on the organization no longer meeting an applicable public support test, and publishes notice of the change.

If you have received Form 8734 from the IRS, please do not file it. Please keep your advance ruling letter along with this letter for your permanent records.

The regulations also changed the rules for computing public support, consistent with the redesigned Form 990, Return of Organization Exempt from Income Tax. For more information regarding those rules and the redesigned Form 990, please see the IRS website at www.irs.gov/eo.



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Filing Information

Name: **METAMORPHOSES, INC.**

General Information

SOS Control # 000560161 Formation Locale: TENNESSEE
Filing Type: Nonprofit Corporation - Domestic Date Formed: 10/03/2007
10/03/2007 12:35 PM Fiscal Year Close 12
Status: Active
Duration Term: Perpetual
Public/Mutual Benefit: Public

Registered Agent Address

METAMORPHOSES, INC.
5545 BRIDGE MILL LN
MEMPHIS, TN 38125-4186

Principal Address

5545 BRIDGE MILL LN
MEMPHIS, TN 38125-4186

The following document(s) was/were filed in this office on the date(s) indicated below:

Date Filed	Filing Description	Image #
07/11/2018	2017 Annual Report	B0567-9872
06/01/2018	Notice of Determination	B0493-9627
05/08/2017	Application for Reinstatement	B0392-2167
Filing Status Changed From: Inactive - Dissolved (Administrative) To: ACTIVE		
Inactive Date Changed From: 08/08/2015 To: No Value		
04/26/2017	2016 Annual Report	B0387-1092
04/01/2017	2015 Annual Report	B0374-8321
12/05/2016	2014 Annual Report	B0319-7533
Principal Address 1 Changed From: 3767 S HICKORY RIDGE MALL To: 5545 BRIDGE MILL LN		
Principal Postal Code Changed From: 38115-8804 To: 38125-4186		
Registered Agent Organization Name Changed From: No Value To: METAMORPHOSES, INC.		
Registered Agent First Name Changed From: JAMES To: No Value		
Registered Agent Middle Name Changed From: D To: No Value		
Registered Agent Last Name Changed From: ROBINSON JR To: No Value		
Registered Agent Physical Address 1 Changed From: 3767 S HICKORY RIDGE MALL To: 5545 BRIDGE MILL LN		
Registered Agent Physical Address 2 Changed From: STE 511 To: No Value		
Registered Agent Physical Postal Code Changed From: 38115-8804 To: 38125-4186		

Filing Information

Name: **METAMORPHOSES, INC.**

08/08/2015 Dissolution/Revocation - Administrative	B0142-8542
Filing Status Changed From: Active To: Inactive - Dissolved (Administrative)	
Inactive Date Changed From: No Value To: 08/08/2015	
06/02/2015 Notice of Determination	B0107-9062
06/16/2014 2013 Annual Report	A0251-2291
06/03/2014 Notice of Determination	A0242-0193
04/03/2013 2012 Annual Report	A0172-3075
Principal Address 1 Changed From: 6000 POPLAR AVE To: 3767 S HICKORY RIDGE MALL	
Principal Address 2 Changed From: STE 250 To: STE 511	
Principal Postal Code Changed From: 38119-3974 To: 38115-8804	
Registered Agent Physical Address 1 Changed From: 7873 SHADOWLAND CV To: 3767 S HICKORY RIDGE MALL	
Registered Agent Physical Address 2 Changed From: No Value To: STE 511	
Registered Agent Physical Postal Code Changed From: 38125-2863 To: 38115-8804	
05/25/2012 2011 Annual Report	A0121-1283
Principal Address 1 Changed From: 7873 SHADOWLAND COVE To: 6000 POPLAR AVE	
Principal Address 2 Changed From: No value To: STE 250	
Principal Postal Code Changed From: 38125 To: 38119-3974	
Principal County Changed From: No value To: SHELBY COUNTY	
04/04/2011 2010 Annual Report	A0069-0848
06/15/2010 2009 Annual Report	A0034-2971
06/03/2010 Notice of Determination	A0028-1540
05/11/2009 2008 Annual Report	6533-1398
08/14/2008 2007 Annual Report	6361-2725
06/17/2008 Notice of Determination	ROLL 6325
10/03/2007 Initial Filing	6139-1391

Active Assumed Names (if any)	Date	Expires
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Rubbie N. King

2704 Greenmill Dr., 38119 | (901)493-3191 | rnking@outlook.com

Summary: Executive management professional with a diverse background in leadership, organizational management, human resources, legal, nonprofit management and education

Education- MS - Human Resources, Strayer University
MBA- Human Resources, Strayer University
BPS - Paralegal Studies, University of Memphis

Honorable Discharge, U. S. Airforce

Affiliations- Society for Human Resource Management (SHRM)
Commissioned Notary Public

Core Skills

- Executive level management
- HR management
- Recruiting and talent management
- Litigation paralegal
- Program development
- Project management
- Nonprofit consulting and development
- Grant writer and administrator
- Consultant
- Development & implementation of policies and procedures

Professional Experience

Virtual Paralegal (Independent Contractor) Sept. 2015- Present
Provide virtual legal support to attorneys in various jurisdictions
Prepare cases for litigation
Draft pleadings and legal briefs
Perform legal research and writing
Support includes medical malpractice, personal injury, federal and state civil litigation, family law, child welfare, adoptions and terminations of parental rights, wrongful death, products liability, other torts, prepare bankruptcy petitions, prepare responses and demand letters, interact with clients, calendar trial dates, use of CLIO software.

United Health Care

Clinical Health Care Worker Nov. 2018- Present
Provide support and resources to Medicaid members
Assist members in navigating their network of providers by assisting with follow – up and specialist appointments as needed Assist with program eligibility and appropriate referrals to remove barriers in care. This may include referrals to case management

Vatterott Career College

Career Services Coordinator May 2017- Nov 2018
Adhere to regulatory and accrediting practices in the placement of graduates
Provide career coaching to students
Identify within the community, employers seeking to hire employees
Prepare students for interviews

Assist with the creation of resumes
Update Campus View documenting student activities
Maintain appropriate documentation as per regulatory mandates

Receptionist

August 2016 – May 2017

Managed the activities of the lobby area
Greeted students and guests and directed them to their destinations
Field calls and transferred accordingly
Provided students with campus related information
Performed other administrative duties as assigned

Online Paralegal Adjunct Instructor

June 2015 – August 2016

Taught the fundamentals of the legal and paralegal profession
Communicated via online system in the instruction and feedback with students

State of Tennessee

Legal Assistant, Department of Human Services

December 2015- July 2016

Reported and supported the General Counsel and Deputy Commissioner of DHS
Performed legal research and writing
Coordinated Childcare closure hearings
Prepared pleadings for Adult Protection Cases

Legal Assistant, Department of Children's Services

March 2014 – December 2015

Reported to the Regional General Counsel of DCS
Responsible for investigation and preparation of pleadings and trials for Dependency and Neglect cases
Prepared emergency child protection pleadings
Supported trial attorneys ensuring proper process was issued and served timely

Family Safety Center

March 2010- June 2013

Program Operations Director

Garnered more than 2.5 million dollars in funding for the support of the operation
Recruited, hired, trained and managed operations staff
Performed numerous hours of community relationship building
Managed the day to day operations
Developed and implemented operations policies and procedures
Managed grants and responsible for reporting timely
Implemented automation of a county-wide safety system through changes in the laws

ITT Technical School

March 2010 – September 2013

Paralegal Adjunct Instructor

Taught the fundamentals of legal and the paralegal profession
Infused real world events into the curriculum
Maintained high rate of retention based on the rapport built with students
Created and implemented various mock trials projects
Brought in local judicial and legal guest to participate in paralegal projects

Sales Manager: Chuck Hutton Toyota
Managing forty five member sales team.

Marketing and sales consultant

Increased patient awareness and new customers from 7 to 25 per day, thereby increasing revenue to \$20,000 a month

Increased sales in various other businesses, i.e. marketing plans and strategies. Banks, Industrial Heating and Air Conditioning, music industry, and artist promotions

Telemarketing Manager

Increased sales by 45%

Memphis Towers

Teaching cognitive and interpersonal skills as well as wellness to the mentally and physically challenged residents

James Robinson Jr.

James Robinson Jr.

5545 Bridge Mill Ln.

Memphis, TN. 38125

Email: jrobinson@metamorphosesinc.org

Website: metamorphosesinc.org

Certified by the Memphis and Shelby County Juvenile Court, Mr. James Robinson is a professionally trained Facilitator with the skills to facilitate and develop programs for troubled youth. A key component of his unique system is the Metamorphoses program, which utilizes a specialized curriculum created by The Change Companies of Carson, Nevada. Robinson, who has also served as a life skills facilitator and counselor with the Juvenile Court of Memphis and Shelby County, began developing the Metamorphoses concept in 2004. To date we have served over 1000 children that were referred by the Memphis and Shelby County Juvenile Court.

Objective

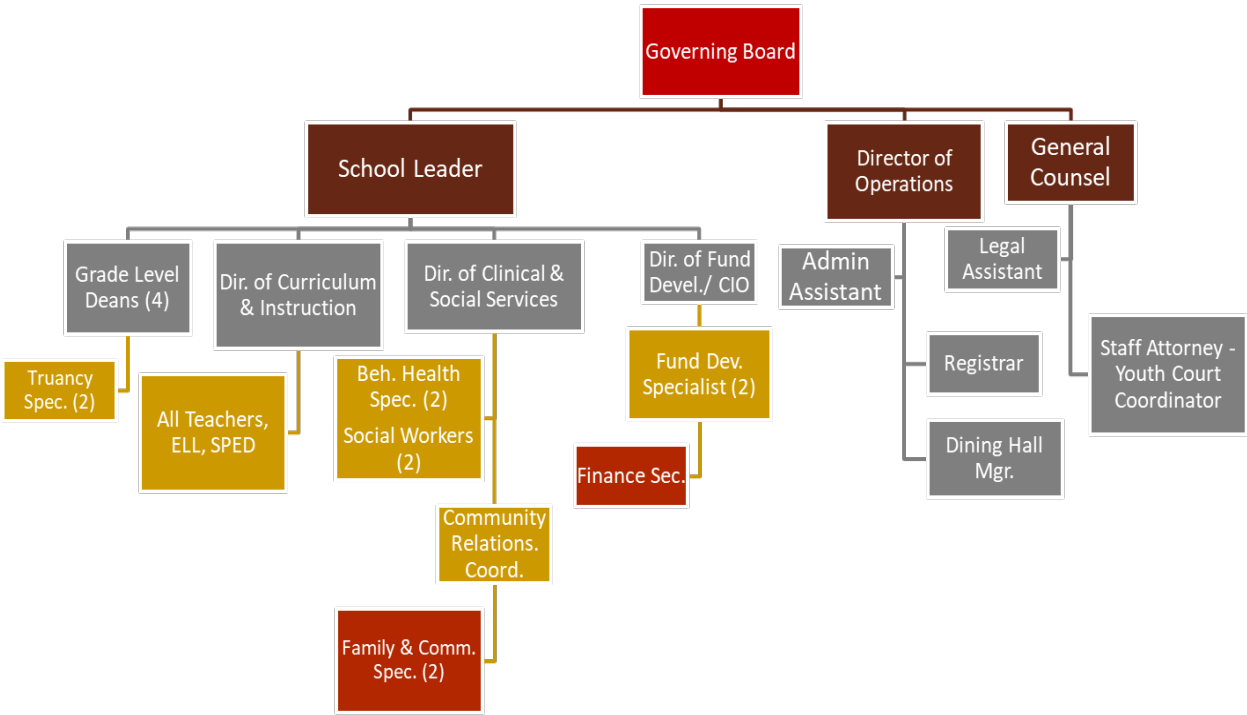
To provide effective programming to at risk youth and their families.

Experience

**Present; Founder/ Facilitator for the
Metamorphoses Inc. Program
Shelby County Juvenile Court:**

Facilitator for the Goals Program at Shelby County Juvenile Court: Teaching core cognitive skills, Interpersonal Skills, communication skills, anger Management techniques, conflict resolution, understanding criminal lifestyles and faulty thinking, problem skills and establishing boundaries skills. Facilitating evening programming every week from referrals from Memphis and Shelby County Juvenile Court, DCS, and other Shelby County Schools.

Attachment G: School Organizational Chart



Attachment H: School Leader Resumes/ Student Achievement Data (not available)

1995- 2002 Impact publishing Co. Memphis,
TN

Senior Account Executive

Increased regional sales from \$25,000 to \$100,000

Managed 25 sales representatives in the mid -south
area

Implemented training course for new recruits —
increasing profitability

Advertising sales, promotions, newspapers, catalogs,
direct mail

1993- 1995 Neighborhood Marketing Inc.,
Phoenix AZ

Sales Manager

Expanded sales team from 50 to 100 representatives.

Tripled division revenues for each sales associate.

Expanded sales to include mass- market accounts.

1988- 1993 J&E Marketing Inc. Memphis, TN

CEO

Expanded national sales by 400%.

Received company's highest sales award five years in
a row.

Developed Excellence in Sales training course.

Developed company from start-up to \$2.5 million in
sales

Developed and implemented sale management, sales
and marketing managers, customer service.

Education

1987- 1989 Columbia School of
Broadcasting & Communication
Memphis TN.

- Associate Degree in Broadcasting

1979-83 Rust College Holly
Springs

- Studied , Major: Economics

1978-1979 Fisk University
Nashville, Ten

- Studied, Major: Economics

1974-1978 Holly Springs High School Holly
Springs MS.

- Received Rents Diploma

References: Upon Request

Activities: Member of the Memphis Vocal Arts Ensemble,
Opera Memphis

Interest: Weight training, Yoga, Juvenile mentoring, singing,
Volunteering

Attachment I: Employee Manual/ Personnel Policies

**METAMORPHOSES VOCATIONAL
TECHNICAL
Charter School**

Employee Handbook

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Welcome to Metamorphoses Vocational Technical School (“Met Tech”)!

Thank you for joining the Met Tech team! You have a great contribution to make to the education of children and we sincerely hope that you will find your employment at *Met Tech* to be a professionally rewarding experience. We look forward to working together to create opportunities for children becoming successful lifelong learners. You have joined an organization that has established an outstanding reputation for quality. Credit for this has gone to everyone involved in this organization and we hope that you, too, will find satisfaction and take pride in your work here.

As a member of *Met Tech* team, you will be expected to contribute your talents and energies to help us realize our goal of helping make our schools “world class” educational institutions in the coming years.

This Employee Handbook should provide answers to most of the questions you may have about our benefit programs, policies, and procedures. You are responsible for reading and understanding this Employee Handbook. If anything is unclear, please discuss the matter with your supervisor or a member of Human Resources.

I extend to you my personal best wishes for your success and happiness at *Met Tech*

Sincerely,

Director of Operations

About This Handbook

This handbook has been written to serve as the guide for the employer/employee relationship. This handbook applies to faculty and staff at *Met Tech*. In addition, certain individuals who are not employees of *Met Tech* but who nevertheless work on premises, such as independent contractors and employees of the local school district or board of education, are also expected to comply with the terms and conditions of this handbook to the extent that the handbook sets standards of conduct for individuals who work on premises. Unless otherwise indicated, a benefit, policy, program, or procedure applies or is available to ALL employees.

There are several things that are important to keep in mind about this handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources Department. You are responsible for reading, understanding, and complying with the provisions of this Manual. Our objective is to provide you with a work environment that is constructive to both personal and professional growth. Changes will be effective on the dates determined by the Company, and after those dates all superseded policies will be null.

Neither this handbook nor any other *Met Tech* document (except an executed employment contract), confers any contractual right, either express or implied, to remain in *Met Tech* employ, nor does it guarantee any fixed terms and conditions of your employment. Except as otherwise provided in an executed contract of employment, your employment is not for any specific time and may be terminated at will, with or without cause and without prior notice, by *Met Tech* or you may resign for any reason at any time. No supervisor or other representative of *Met Tech* (except the Chief Executive Officer) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described here may be modified or discontinued from time to time with or without advanced notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside *Met Tech*, other than to individuals affiliated with *Met Tech* whose knowledge of the information is required in the normal course of business.

Mission Statement: Metamorphoses Vocational Technical School, a School of Professional Development (“Met Tech”) is a community project-based school that provides comprehensive, rigorous, and personalized education preparing its students to lead purposeful, productive and sustainable lives.

SECTION 1

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

OPEN COMMUNICATIONS POLICY

We want to hear from you. *Met Tech* strongly encourages employee participation in decisions affecting them and their daily professional responsibilities. We truly believe that our greatest strength lies in our employees and our ability to work together. To this end, we encourage you to engage in open communications about all aspects of our organization. Employees are encouraged to openly discuss with their supervisor any problems or suggestions so appropriate action may be taken. If the supervisor cannot be of assistance, the Chief Executive Officer is available for consultation and guidance. *Met Tech* is interested in all of our employees' success and happiness. We, therefore, welcome the opportunity to help employees whenever feasible.

SECTION 2

YOUR EMPLOYMENT

2.1 AT WILL EMPLOYMENT

All employment at *Met Tech* is "at will." This means that both employees and *Met Tech* have the right to terminate employment at any time, with or without advance notice (although we request and try to give thirty days' notice), and with or without cause. No one other than the Chief Executive Officer has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy, and any such agreement must be in writing and must be signed by the Chief Executive Officer. In addition, *Met Tech* maintains a highly flexible culture. Given the entrepreneurial nature of *Met Tech*, an employee's position and/or position description may be changed at any given time by his or her supervisor. Nothing in this manual is intended to change this policy.

However, *Met Tech* will not discharge an employee who has legitimately invoked the Whistleblower Protection policy; for exercising their right to vote or to their political affiliation; answering the call for military duty; exercising their right of association; answering the call to

jury duty; for filing a workers' compensation claim; or for receiving an order for wage garnishment.

2.2 STATUS

An "employee" of *Met Tech* is a person who regularly works for *Met Tech* on a wage or salary basis. "Employees" may include exempt, non-exempt, regular fulltime, regular part-time, and temporary persons, and others employed with the *Met Tech* who are subject to the control and direction of Met Tech in the performance of their duties.

EXEMPT

Employees whose positions meet specific criteria established by the Fair Labor Standards Act (FLSA) and who are exempt from overtime pay requirements.

NON-EXEMPT

Employees whose positions do not meet FLSA criteria and who are paid one and one-half their regular rate of pay for hours worked in excess of 40 hours per week.

REGULAR FULL-TIME

Employees who have completed the 30-day probationary period and who are regularly scheduled to work [35] or more hours per week. Generally, they are eligible for the *Met Tech*'s benefit package, subject to the terms, conditions, and limitations of each benefit program.

REGULAR PART-TIME

Employees who have completed the 30-day probationary period and who are regularly scheduled to work less than 35 hours per week.

TEMPORARY (FULL-TIME or PART-TIME)

Those whose performance is being evaluated to determine whether further employment in a specific position or with *Met Tech* is appropriate or individuals who are hired as interim replacements to assist in the completion of a specific project or for vacation relief. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status until they are notified of a change. They are not eligible for any of *Met Tech* benefit programs.

2.3 CRIMINAL HISTORY AND EDUCATIONAL HISTORY

As a condition of their employment, all employees are required to submit to a criminal history

review. A criminal history review through the *Tennessee* Department of Public Safety and Corrections, Office of State Police, Bureau of Criminal Identification, shall be administered. The criminal history review shall include a fingerprint check and simultaneous FBI check. Individuals who refuse to submit to a criminal history review or whose criminal history review reveals that they have been convicted of a crime or have violated the law may not be offered employment and/or may be subject to termination. Individuals whose criminal history review reveals that they have been convicted of a felony will not be offered employment and/or will be terminated. Individuals whose criminal history reveals that they have been convicted of or have pleaded *nolo contendere* to a crime will not be offered employment for a position of supervisory or disciplinary authority over school children unless approved in writing by the Director of Operations. No person employed or otherwise associated with *Met Tech* charter school, including members of the Board of Trustees, who has been convicted of or has pleaded *nolo contendere* to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

Employees are required to provide official transcripts or submit to an educational verification search to verify units earned/degree received or in-service hours. These requirements must be completed prior to beginning employment, and the information must be submitted to Human Resources. To the extent permitted by law, *Met Tech* may require that these costs be borne by the employee. Individuals whose educational background differs from that of the job description will not be considered for employment.

2.4 CONFLICT OF INTEREST AND OUTSIDE EMPLOYMENT STATEMENT

Just as *Met Tech* expects the highest personal conduct from our students, we expect you to conduct business according to the highest ethical standards of conduct. Employees are expected to devote their best efforts to the interests of *Met Tech*. Business dealings that appear to create a conflict between the interests of *Met Tec* hand an employee are unacceptable. *Met Tech* recognizes your right to engage in activities outside of your employment which are of a private nature and unrelated to our business. However, you must disclose any possible conflicts so that *Met Tech* may assess and prevent potential conflicts of interest from arising.

Please disclose actual or potential conflicts of interest, in writing, to your supervisor. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (*i.e.*, spouse or significant other, children, parents, siblings) as a result of the *Met Tech* business dealings.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth the ones that most frequently present problems. If you have any question whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact your supervisor to obtain advice on the issue. The purpose of this policy is to protect you from any conflict of interest that might arise. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full-time employee we expect that you devote your full professional effort to your position at *Met Tech*. If you wish to participate in outside work activities you are required to obtain written approval from the Chief Executive Officer prior to starting those activities. Approval will be granted unless the activity conflicts with *Met Tech* interest. In general, outside work activities are not allowed when they: Prevent you from fully performing work for which you are employed at *Met Tech*; Involve organizations that are doing or seek to do business with *Met Tech*, including actual or potential vendors; or; Violate provisions of law or *Met Tech* policies or rules.

In cases of conflict with any outside activity, your obligations to *Met Tech* must be given priority. Full-time employees are hired and continue in *Met Tech* employ with the understanding that *Met Tech* is their primary employer and that other employment, commercial involvement or volunteer activity which is in conflict with the business interests of *Met Tech* is strictly prohibited. *Met Tech* office space, equipment, and materials are not to be used for outside employment.

Raising student achievement is hard work! From time to time *Met Tech* might ask you to work beyond your normally scheduled hours. *Met Tech* asks that full-time employees perform this work when requested.

2.5 IMMIGRATION LAW COMPLIANCE

Met Tech employs only United States citizens and those non-U.S. citizens authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with *Met Tech* within the past three years or if their previous I-9 is no longer retained or valid.

2.6 WORK PRODUCT OWNERSHIP

Please be aware that *Met Tech* retains legal ownership of the product of your work. No work product created while employed by *Met Tech* can be claimed, construed, or presented as property of the individual, even after employment by *Met Tech* has been terminated or the relevant project completed. This includes written and electronic documents, audio and video recordings, system code, and also any concepts, ideas, or other intellectual property developed for *Met Tech*, regardless of whether the intellectual property is actually used by *Met Tech*.

Although it is acceptable for you to display and/or discuss a portion or the whole of certain work product as an example in certain situations (e.g., on a resume), please bear in mind that information classified as confidential must remain so even after the end of employment, and that

supplying certain other entities with certain types of information may constitute a conflict of interest. In any event, it must always be made clear that work product is the sole and exclusive property of *Met Tech*.

2.7 PUBLIC RELATIONS

The success of *Met Tech* depends upon the quality of the relationships between *Met Tech*, its employees, students, parents and the general public. The public impression of *Met Tech* and its interest in *Met Tech* will be formed, in part, by *Met Tech* employees. *Met Tech* employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, *Met Tech*, and *Met Tech* services.

Below are several things employees can do to help leave people with a good impression of *Met Tech*.

These are the building blocks for our continued success:

Communicate with parents regularly. Act competently and deal with others in a courteous and respectful manner. Communicate pleasantly and respectfully with other employees at all times. Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests and perform all duties in an orderly manner. Respond to e-mail and voice mail within 24 hours during the workweek. Take great pride in their work and enjoy doing their very best.

2.8 WHISTLEBLOWER POLICY

Met Tech is committed to maintaining a workplace where employees are free to raise good faith concerns regarding the business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of *[Organization Name]* policy, specifically the policies contained in *Met Tech* Employee Handbook.

An employee who wishes to report a suspected violation of law or *Met Tech* policy may do so confidentially by contacting the School Principal, Chief Executive Officer, or the Director of Human Resources.

Met Tech expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of *Met Tech*. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the employee's immediate supervisor, or Director of Human

Resources. Supervisors, managers, and Human Resources staff who receive complaints of retaliation must immediately inform the Chief Executive Officer.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality, consistent with a full and fair investigation. The General Counsel and a member of *Met Tech's* management will conduct or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings directly.

2.9 PARTICIPATION IN THE TEACHER ADVANCEMENT PROGRAM (TAP)

TAP is a bold new strategy to attract, retain, develop and motivate talented people to the teaching profession. TAP's goal is to draw more talented people to the teaching profession - and keep them there - by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom. At the same time, TAP helps teachers become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance.

Guidelines in participation of TAP:

Must attend cluster meetings on a regular basis

Must be observed and evaluated based on the TAP rubric 4 times per year

Performance and retention-based incentives are issued in the following school year; therefore, in order to receive incentive, you must be currently employed.

SECTION 3

EMPLOYMENT POLICIES & PROCEDURES

3.1 EQUAL EMPLOYMENT OPPORTUNITY

Equal Employment Opportunity is a fundamental principle at *Met Tech* where employment is based upon personal capabilities and qualifications without discrimination because of race, color, religion, sex, national origin, age, disability, political affiliation or belief or any beneficiary of any program financially assisted under Title 1 of the Workforce Investment Act of 1998 (WIA) on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or on the basis of his/her participation in any *Tennessee* Department of Labor program or activity veteran status, genetic predisposition or carrier status, pregnancy or any other protected characteristic as established by law.

This policy of Equal Employment Opportunity applies to all policies and procedures relating to recruitment and hiring, compensation, benefits, termination and all other terms and conditions of employment.

The Human Resource Manager has overall responsibility for this policy and maintains reporting and monitoring procedures. Employees' questions or concerns should be referred to their supervisor or the HR Manager. Appropriate disciplinary action may be taken against any employee willfully violating this policy.

3.2 DISABILITY ACCOMMODATION

Met Tech is committed to complying with all applicable provisions of federal, state and local laws prohibiting discrimination on the basis of disability. It is *Met Tech's* policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, *Met Tech* will provide reasonable accommodations to a qualified individual with a disability who has made *Met Tech* aware of his or her disability, provided that such accommodation does not constitute an undue hardship on *Met Tech*. Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact the Human Resource Manager.

Met Tech encourages individuals with disabilities to come forward and request reasonable accommodation. Consistent with the non-discrimination in employment policy, all students of *Met Tech* are admitted, are accorded rights and privileges, and have access to programs and activities made available to them at *Met Tech* in a non-discriminatory manner. *Met Tech* does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. All testing and evaluation materials and procedures used for the purpose of evaluation, testing, assessments and/or for placement of children with disabilities are selected and administered so as not to be discriminating.

3.3 HARASSMENT

It is the policy of *Met Tech* to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. *Met Tech* prohibits any such discrimination or harassment. It is our mission to provide a professional work and learning environment free of harassment that maintains equality, dignity, and respect for all. It shall be a violation of this policy for any student, teacher, administrator or other employee of ASCA to harass a student, teacher, administrator, or other employee through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to *Met Tech* (e.g., an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, business meetings and business-related social events.

What is Harassment

Harassment can take many forms. As used in this Employee Handbook, the term “harassment” includes:

Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, age, national origin or ancestry, disability, citizenship, veteran status or any other protected status defined by law.

Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved.

Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault.

Offensive pictures, drawings or photographs or other communications, including e-mail. Threatening reprisals of an employee’s refusal to respond to requests for sexual favors or for reporting a violation to this policy.

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment.
- Submission to, or rejection of, such conduct by an individual is used as a basis of employment decisions affecting such individual.
- Such conduct has the purpose or effect of substantially interfering with the individual’s work performance or creating an intimidating, hostile or offensive working environment.

Responsibility

All *Met Tech* employees have a responsibility for keeping our work environment free of harassment.

Reporting

Met Tech encourages reporting of all perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate supervisor, the Director of Human Resources. In addition, *Met Tech* encourages individuals who believe they are being subjected to such conduct promptly to advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem.

Met Tech recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the

involvement of third parties. *Met Tech* is serious about enforcing its policy against harassment. However, *Met Tech* cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to *[Organization Name]* attention so it can take whatever steps are necessary to correct the problems.

Investigation/Complaint Procedure

All complaints of harassment will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense. Appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Informal Procedure: If for any reason an individual does not wish to address the offender directly, or if such action does not successfully end the offensive conduct, the individual should notify his/her immediate supervisor and/or the Director of Human Resources who may, if the individual so requests, talk to the alleged offender on the individual's behalf. In addition, there may be instances in which an individual seeks only to discuss matters with one of the *Met Tech* designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware; however, that *Met Tech* may decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

Formal Procedure: As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with the Director of Human Resources. *Met Tech* encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as *[Organization Name]* believes appropriate under the circumstances. If a party to a complaint does not agree with its resolution, that party may appeal to *Met Tech's* Chief Executive Officer. False and malicious complaints of harassment, discrimination or retaliation as opposed to complaints

which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Retaliation

Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. *Met Tech* will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies should talk with the Director of Human Resources.

Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of *Met Tech* prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and perquisites of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

3.4 GRIEVANCE PROCEDURE

The grievance procedure is a process by which an employee of *Met Tech* can bring workplace concerns to upper levels of management. This is a formal process and requires rules be strictly followed. Failure to follow procedures will forfeit your right to this process. In the event of a dispute involving employment practices or the enforcement of the personnel policies contained in this Employee Handbook, and after a good faith effort with the supervisor to thoroughly resolve the dispute, all employees may submit their grievance following the procedures outlined below. The good faith effort shall be documented, including problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. This documentation will be included in the personnel file. Failure to follow the procedures and timelines below constitutes a waiver of the employee's right to grieve.

Non-Grievable Issues: The following issues are not eligible for processing through the *Met Tech* Employee Grievance Procedure.

1. Issues which are pending or have been concluded by the *Tennessee* Commission on Equal Opportunity, or through other administrative or judicial procedures.
2. Performance responsibilities, expectations, and evaluations.
3. Temporary work assignments.
4. Budget and organizational structure, including the number or assignments of positions in
5. any organizational unit.
6. The selection of an individual to fill a position, unless it is alleged that the selection is in
7. violation of an agency's written policy.
8. Termination, demotion, reassignment, furlough, layoff from duties because of lack of
9. work, or other actions resulting from a reduction in the work force or job abolition.

If the subject of your grievance is related to any of the areas listed above, your grievance cannot be processed through the Employee Grievance Procedure.

A grievance can have up to four steps: (1) grievance statement; (2) qualification for hearing; (3) hearing; and (4) review of the hearing decision. Not all grievances are qualified for hearing.

Step 1: The employee may submit his/her grievance in writing either by email or pre-printed grievance forms to the *Met Tech* Personnel Committee within seven calendar days of a failed good faith effort to resolve the dispute. The committee is comprised of the Chief Operations Officer, Director of Human Resources and/or Chief Academic Officer.

Step 2: Within fourteen calendar days of receipt of the written grievance, the Personnel Committee will inform the employee of the decision to schedule a formal meeting. If a formal meeting is scheduled, it will be scheduled at a mutually convenient time and place for discussion of the complaint with all parties involved, but no event later than twenty days after receipt of the written grievance and after notification to the employee.

Step 3: The Personnel Committee will hold a hearing and render a decision, as established by a majority vote of the members of the Personnel Committee. If the Director or any member of the Personnel Committee is an involved party, he/she will be precluded from hearing the grievance and participating in the decision. The decision shall be rendered within seven calendar days of the completion of the final hearing. Any such proceedings shall be conducted in closed session, unless otherwise requested by the employee. The employee may not have counsel present at the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision shall be made within seven calendar days of the last committee hearing.

Step 4: The decision of the Personnel Committee shall be final unless appealed by the employee to the Chief Executive Officer, who may review and modify the decision of the Personnel Committee if it finds that the Committee failed to properly follow the grievance process described above. A request for an appeal must be submitted to the CEO within seven calendar days of the decision of the Personnel Committee. After receiving an appeal request, the Chief Executive Officer shall schedule a meeting with the Personnel Committee to consider such an appeal as soon as administratively practical. Any employee or affiliate, who is an interested party, shall excuse themselves from any reviews of Personnel Committee decisions. Any such

proceedings shall be conducted in closed session, unless requested otherwise by the employee. The employee may not have counsel participate in any such proceedings. Written notice of the result of the review shall be sent to the employee and the members of the Personnel Committee within 7 calendar days.

3.5 SUBSTANCE ABUSE POLICY

Met Tech is committed to providing a safe and productive workplace for its employees. In keeping with this commitment, the following rules regarding alcohol and drugs of abuse have been established for all staff members, regardless of position, including both regular and temporary employees. The rules apply during working hours to all employees of *Met Tech* while they are on school premises or elsewhere on *Met Tech* business.

The manufacture, distribution, possession, sale, or purchase of controlled substances of abuse on *Met Tech* property is prohibited. Being under the influence of illegal drugs, alcohol, or substances of abuse on *Met Tech* property is prohibited. Working while under the influence of prescription drugs that impair performance is prohibited.

So that there is no question about what these rules signify, please note the following definitions:

- a) Company property/ *Met Tech* Property: All Company owned or leased property used by employees.
- b) Controlled substance of abuse: Any substance listed in Schedules I-V of Section 202 of the Controlled Substance Act, as amended.
- c) Drug: Any chemical substance that produces physical, mental, emotional, or behavioral change in the user.
- d) Drug paraphernalia: Equipment, a product, or material that is used or intended for use in
- e) concealing an illegal drug, or otherwise introducing into the human body an illegal drug
- f) or controlled substance.

Illegal drug:

- a) Any drug or derivative thereof whose use, possession, sale, transfer, attempted sale or transfer, manufacture, or storage is illegal or regulated under any federal, state, or local law or regulation.
- b) Any drug, including – but not limited to – a prescription drug, used for any reason other than that prescribed by a physician.
- c) Inhalants used illegally.

Under the influence: A state of not having the normal use of mental or physical faculties resulting from the voluntary introduction into the body of an alcoholic beverage, drug, or substance of abuse.

Consistent with the rules listed above, any of the following actions constitutes a violation

of the *Met Tech* policy on drugs and may subject an employee to disciplinary action, up to and including immediate termination. Using, selling, purchasing, transferring, manufacturing, or storing an illegal drug or drug paraphernalia, or attempting to or assisting another to do so, while in the course of employment. Working or reporting to work, conducting business or being on *Met Tech* property while under the influence of an illegal drug or alcohol, or in an impaired condition.

3.6 SMOKING

The use of tobacco products is not permitted anywhere on the *Met Tech* premises except in authorized and designated locations.

3.7 NON-DISCLOSURE/CONFIDENTIALITY

The protection of confidential business information is essential to the interests and success of *Met Tech*. Such confidential information includes, but is not limited to, the following examples:

- Compensation data,
- Financial information,
- Marketing strategies,
- Pending projects and proposals,
- Proprietary production processes,
- Personnel/Payroll records, and
- Conversations between any persons associated with the company.
- All employees are required to sign a non-disclosure agreement as a condition of employment.
- Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, including termination of employment and legal action, even if they do not actually benefit from the disclosed information.

3.8 NEW EMPLOYEE ORIENTATION

Orientation is a formal welcoming process that is designed to make the new employee feel comfortable, informed about the company, and prepared for their position. New employee orientation is conducted by a Human Resources representative, and includes an overview of the company history, an explanation of the company core values, vision, and mission; and company goals and objectives. In addition, the new employee will be given an overview of benefits, tax, and legal issues and complete any necessary paperwork.

Employees are presented with all codes, keys, and procedures needed to navigate within the workplace. The new employee's supervisor then introduces the new hire to staff throughout the company, reviews their job description and scope of position, explains the company's evaluation procedures, and helps the new employee get started on specific functions.

3.9 PROBATIONARY PERIOD FOR NEW EMPLOYEES

The probationary period for regular full-time and regular part-time employees lasts up to 30 days from date of hire. During this time, employees have the opportunity to evaluate *Met Tech* as a place to work and management has its first opportunity to evaluate the employee. During this introductory period, both the employee and *Met Tech* have the right to terminate employment without advance notice.

Upon satisfactory completion of the probationary period, a 30-day review will be given and benefits will begin as appropriate. All employees, regardless of classification or length of service, are expected to meet and maintain standards for job performance and behavior (See Section 4, Standards of Conduct).

3.10 PERSONNEL FILES

Employee personnel files include the following: job application, job description, résumé, records of participation in training events, salary history, records of disciplinary action and documents related to employee performance reviews, coaching, and mentoring. Personnel files are the property of *Met Tech* and access to the information is allowed with prior notice. Management personnel of *Met Tech* who have a legitimate reason to review the file are allowed to do so.

Employees who wish to review their own file should contact a Human Resources Representative. With reasonable advance notice, the employee may review his/her personnel file in *Met Tech* office and in the presence of their supervisor [or Human Resources Representative].

3.11 PERSONNEL DATA CHANGES

It is the responsibility of each employee to promptly notify the Human Resources Department of any changes in personnel data such as:

Mailing address,

Telephone numbers,

Name and number of dependents, and

Individuals to be contacted in the event of an emergency.

An employee's personnel data should be accurate and current at all times.

3.12 INCLEMENT WEATHER/EMERGENCY CLOSINGS

At times, emergencies such as severe weather, fires, or power failures can disrupt company operations. The decision to close the office will be made by the Chief Executive Officer. When the decision is made to close the office, employees will receive official notification from their supervisors.

Time off from scheduled work due to emergency closings will be unpaid for all non-exempt employees. However, if employees would like to be paid, they are permitted to use vacation

time if it is available to them. Please listen to local news and radio reports. In general, *Met Tech* will follow the decisions of the local Parish. Days that the schools are closed due to inclement weather may create a need to extend the school year or shorten holiday breaks.

SECTION 4

PERFORMANCE

4.1 EMPLOYEE PERFORMANCE REVIEW AND PLANNING SESSIONS

Supervisors will conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss his/her current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, employee and supervisor discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and his/her supervisor to make and agree on new goals, skills, and areas for improvement.

Met Tech directly links wage and salary increases with performance. Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason among others, it is important to prepare for these reviews carefully, and participate in them fully.

4.2 CORRECTIVE ACTION

Met Tech holds each of its employees to certain work rules and standards of conduct. When an employee deviates from these rules and standards, *Met Tech* expects the employee's supervisor to take corrective action.

Corrective action is progressive. That is, the action taken in response to a rule infraction or violation of standards typically follows a pattern increasing in seriousness until the infraction or violation is corrected. The usual sequence of corrective actions includes an oral warning, a written warning, probation, and finally termination of employment. In deciding which initial corrective action would be appropriate, a supervisor will consider the seriousness of the infraction, the circumstances surrounding the matter, and the employee's previous record.

Though committed to a progressive approach to corrective action, *Met Tech* considers certain rule infractions and violations of standards as grounds for immediate termination of employment. These include but are not limited to: theft in any form, insubordinate behavior, any misconduct concerning a child/student, vandalism or destruction of company property, being on company property during non-business hours, the use of company equipment without prior authorization

by, untruthfulness about personal work history, skills, or training, divulging business practices, and misrepresentations of *Met Tech* to another employee, a prospective employee, or the general public.

4.3 DISCIPLINE

All employees are expected to meet *Met Tech* standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with *Met Tech* policies and procedures. If an employee does not meet these standards, *Met Tech* may or may not, at sole discretion, take corrective action, other than immediate dismissal.

The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The process is designed to encourage development by providing employees with guidance in areas that need improvement such as poor work performance, attendance problems, personal conduct, general compliance with *Met Tech* policies and procedures and/or other disciplinary problems.

Warnings:

The supervisor should discuss any problem and present a warning to the employee that clearly identifies the problem and outlines a course of corrective action within a specific time frame. The employee should clearly understand both the corrective action and the consequence (*i.e.*, termination) if the problem is not corrected or recurs. The employee should acknowledge receipt of the warning and include any additional comments of his or her own before signing it. A record of the discussion and the employee's comments should be placed in the employee's file. Employees who have had formal written warnings may not be eligible for salary increases, bonus awards, promotions, leaves of absence or transfers during the warning period.

Corrective action may include any of a variety of actions depending upon the circumstances and severity of the particular situation. Corrective actions may be taken at the discretion of management and include **any** of the following:

- Verbal counseling with you, which will be confirmed in writing by the supervisor for your personnel file.
- Written warning, which will be placed in your file.
- Suspension, which will be confirmed in writing for your personnel file. Suspension is normally used to remove an employee from organization premises during an investigation, or as a disciplinary action. This may be paid or unpaid. If you are suspended, it will be documented in your personnel file.
- Discharge, which will be documented in your file.

The corrective action process will not always commence with a verbal counseling or include every step. The above options are not to be seen as a process in which one step always follows another. Some acts, particularly those that are intentional or serious, warrant more severe action on the first or subsequent offense. Consideration will be given to the seriousness of the offense, your intent and motivation to change the performance, and the environment in which the offense took place.

4.4 STANDARDS OF CONDUCT

The work rules and standards of conduct for *Met Tech* are important, and *Met Tech* regards them seriously. All employees are urged to become familiar with these rules and standards. In addition, employees are expected to follow the rules and standards faithfully in doing their own jobs and conducting *Met Tech* business. Please note that any employee who deviates from these rules and standards will be subject to corrective action, up to and including termination of employment (see Section 3.12, Corrective Action).

While not intended to list all the forms of behavior that are considered unacceptable in the workplace, the following are examples of rule infractions or misconduct that may result in disciplinary action, including termination of employment. Theft or inappropriate removal or possession of property; Falsification of timekeeping records (See Section 5.2, Timekeeping); Working under the influence of alcohol or illegal drugs (See Section 4.6, Substance Abuse); Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace (See Section 4.6, Substance Abuse); Fighting or threatening violence in the workplace; Boisterous or disruptive activity in the workplace; Negligence or improper conduct leading to damage of company-owned or customer-owned property; Insubordination or other disrespectful conduct; Violation of safety or health rules; Smoking in the workplace; Sexual or other unlawful or unwelcome harassment (See Section 4.3, Harassment, Including Sexual Harassment); Excessive absenteeism or any absence without notice (See also, Section 4.1 Attendance/Punctuality and 4.2, Absence without Notice); Unauthorized use of telephones, or other company-owned equipment (See Section 4.4, Telephone Use); Using company equipment for purposes other than business (i.e. playing games on computers or personal Internet usage); Unauthorized disclosure of business “secrets” or confidential information; Violation of personnel policies; and Unsatisfactory performance or conduct.

4.5 PHYSICAL CONTACT WITH STUDENTS AND OTHER STAFF MEMBERS

Under *Tennessee* Law, a touching is a battery, and illegal, if there is an intentional use of force or violence upon the person of another; or the intentional administration of a poison or other noxious liquid or substance to another.

To establish battery, *Criminal* courts have held that it is sufficient if the actor intends to inflict an offensive contact without the other’s consent. There is no requirement for maliciousness or intent to inflict actual damage. The essential element of a battery is physical contact, whether injurious or merely offensive, and a battery may be committed by touching another through the clothing. It is the policy of *Met Tech* that no teacher or staff member will use corporal punishment against a student.

This prohibition includes spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior. While the use of appropriate touching is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored

without question. If the child or other staff member has not requested that they not be touched, then the following forms of touching are considered appropriate:

- Hugs initiated by the student
- Hugs given with permission
- Pats on the shoulder or back
- Hand-shakes
- “High fives” and hand slapping
- Touching shoulders and arms around the shoulder area
- Touching face to check temperature, wipe away a tear, and remove hair from face or
- other similar types of contact for similar purposes
- Patting a student on the knee (grades K through 5)
- Sitting students on one’s lap (grades K-2) for purposes of comforting the
- Holding hands while walking with small children or children with significant disabilities
- Arms around shoulders
- Reasonable self defense
- Reasonable defense of another
- Reasonable restraint of a violent person to protect others or property
- Except as discussed above, the following forms of touching are never appropriate:
- Inappropriate or lengthy embraces
- Kisses on the mouth
- Corporal punishment
- Sitting students on one’s lap (grades 3-8)
- Touching buttocks, chests or genital areas
- Pushing a person or another person’s body part (other than in self defense, defense of
- another or property)
- Showing affection in isolated areas
- Wrestling with students or other staff-members
- Bench-pressing another person
- Tickling
- Piggyback rides
- Massages
- Any form of unwanted affection
- Any form of sexual contact
- Poking fingers at another person that results in an offensive contact

This policy does not prevent touching a student for the purpose of guiding them along a physical path, helping them up after a fall, engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one’s self or another or to protect property is legally allowed. Excessive force is prohibited.

In *Tennessee*, an assault is an attempt to commit a battery or the intentional

placing of another in reasonable apprehension of receiving a battery. Consequently an attempt to violate this policy or placing another person in reasonable apprehension that they will be victim of one of the acts prohibited under this policy is also prohibited. A reasonable apprehension normally includes an overt act, but words alone may be sufficient to violate this policy if the words uttered were such that under the circumstances it could be reasonably assumed that physical contact would be attempted.

Violation of this policy could subject the teacher or staff member to discipline to include termination for cause. The victim may also choose to bring civil or criminal charges against the violator. This policy must necessarily be somewhat flexible. Sometimes, especially when dealing with younger children or children with a disability, touching is more appropriate. A touch for the purpose of helping (i.e.: cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances. An accidental touch is never inappropriate provided it is a true accident. It is impossible to define each and every instance when touching is inappropriate. Teachers and staff members should apply the rules of common sense in the circumstances they find themselves.

4.6 REPORTING CHILD ABUSE

Pursuant to *T.C.A. 37-1-403*, *Met Tech shall comply the mandated child abuse laws of even a suspicion of child abuse.*

4.7 CONFIDENTIALITY TO ACCESS CHILDREN'S RECORDS

All information contained in student's records, including information contained in a electronic database, is confidential and maintained in accordance with the Family Educational Rights and Privacy Act. These records are the property of *Met Tech*, whose responsibility it is to secure the information against loss, defacements, tampering or use by unauthorized persons.

Please do not speak about children in hallways or public areas. The information about children is confidential and must not be discussed in the outside community. No child's files are to be taken off premises unless granted permission by the Chief Executive Officer. Only teachers, administrative and office personnel are permitted to review the children's files.

When a file is requested from the main office, it must be signed out and returned the same day. Files may not be copied without express authorization from the Chief Executive Officer or their designee. If a file is needed by 8:00 a.m. the following morning, you must request this file the day before, not later than 2:30 p.m. and that file will be pulled and ready for you when you arrive the following day.

Please do not remove any materials from any student's file. Files may not leave the building without specific written authorization from Chief Executive Officer or their designee. If you request a student's file, you will be responsible for its contents.

LIABILITY:

The effective teacher is concerned for the welfare of students and takes measures to insure their

welfare. Nevertheless, it is well to be aware of the possible consequences of negligence. The teacher is legally responsible to act in a reasonable and prudent manner at all times. Specifically the teacher must do the following:

1. Never leave students unsupervised. Leaving a classroom without another responsible adult present is leaving students unsupervised.
2. Require students to conduct themselves in an orderly, safe manner and administer such disciplinary actions as are reasonable and proper in any situation involving student misconduct.
3. Report any unsafe condition in the room or on campus to the principal so that it may be corrected.
4. Strictly adhere to all stated policy of the district and of the individual school.

Failure by teachers to meet their responsibilities may have severe consequences, e.g., revocation of their license, criminal charges, etc... Additionally teachers may be held legally liable for negligence in the performances of their duties.

SECTION 5

ATTENDANCE

5.1 ATTENDANCE/PUNCTUALITY

The presence or absence of each employee is of critical importance to the successful operation of the *school*. Therefore, *Met Tech* expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day.

Met Tech reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Employees are not allowed to perform work (for pay) at home or away from the *Met Tech* unless specifically authorized for each occurrence by their Supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not allowed to perform work while on scheduled nonpaid lunch break, unless specifically assigned by the supervisor.

Attendance at *Met Tech* sponsored functions is not compensated unless the supervisor has required you to attend and work at the function and has written approval from the Director of Finance to provide the additional compensation. Employees violating these rules may be subject to disciplinary action up to and including, termination.

5.2 ABSENCE WITHOUT NOTICE

From time to time, it may be necessary for employees to be absent from work. *Met Tech* is aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside an employee's work hours may arise. Paid time off (PTO) has been provided for this purpose. Employees who are unable to report to work, or who will arrive late, should contact their Supervisor and inform him/her of their situation. Employees who know in advance that they will need to be absent should request this time off directly from their supervisor.

Employees who are unable to call in themselves because of an illness, emergency or for some other reason should be sure to have someone call for them. Employees who are absent because of an illness for three or more consecutive days may be asked by the Principal or your supervisor to submit written documentation from their doctor stating that they are able to resume normal work duties before they will be allowed to return to work. A note from the doctor is also required for an absence prior to or after a weekend. A consistent pattern of questionable absences can be considered excessive and may be cause for concern. In addition, excessive lateness or leaving early without informing administration will be considered a "lateness pattern" and may carry the same weight as an absence. Other factors, like the degree and reason for the lateness, will be taken into consideration.

Three consecutive days of no call/no show is considered a voluntary termination. Supervisors will make a note of any employee's absence or lateness, and his or her reasons, and have it placed in the employee's personnel file. Employees should be aware that excessive absences, lateness or leaving early may lead to disciplinary action, up to and including termination. Note: Please see section 4.3 Discipline for *Met Tech* discipline procedure.

SECTION 6

WAGE AND SALARY POLICIES

6.1 BASIS FOR DETERMINING PAY

Several factors may influence your rate of pay. Some of the items *Met Tech* considers are the nature and scope of your job, what other employers pay their employees for comparable jobs (external equity), what *Met Tech* pays their employees in comparable positions (internal equity), and individual as well as *Met Tech* performance. It is *Met Tech* goal to have a current Job Description on hand that broadly defines your job responsibilities.

6.2 WAGE OR SALARY INCREASES

Each employee's hourly wage or annual salary will be reviewed at least once each year. The employee's review date will usually be conducted on or about the end of the school or fiscal year. Such reviews may be conducted more frequently for a newly created position, or based on a recent promotion.

Increases will be determined on the basis of performance, adherence to company policies and procedures, and ability to meet or exceed duties per job description and achieve performance goals (See Section 3.10, Performance Review/Goal Setting Sessions).

6.3 TIMEKEEPING

Non-Exempt Employees: Accurately recording time worked is the responsibility of every nonexempt employee. Time worked is the time actually spent on a job(s) performing assigned duties. *Met Tech* does not pay for extended breaks or time spent on personal matters.

Authorized personnel will review time records each week. Any changes to an employee's time record must be approved by his/her supervisor. Questions regarding the timekeeping system or time cards should be directed to the appropriate person.

Time Sheets – Non-exempt employees will be issued a time sheet. The employee will be given thorough instructions on usage and instructions on what to do should a problem occur.

Exempt Employees: Exempt employees are responsible for following the school procedure for signing in and out.

6.4 OVERTIME

Overtime compensation is paid to non-exempt employees in accordance with federal and state wage and hour restrictions. Overtime is payable for all hours worked over 40 per week at a rate of one and one-half times the non-exempt employee's regular hourly rate. Time off on personal time, holidays, or any leave of absence will not be considered hours worked when calculating overtime. In addition, vacation time does not constitute hours worked.

All overtime work performed by an hourly employee must receive the supervisor's prior authorization. Overtime worked without prior authorization from the supervisor may result in disciplinary action. The supervisor's signature on a timesheet authorizes pay for overtime hours worked.

6.5 PAYDAYS

All employees are paid on the 15th and the last day of the month. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive pay on the prior day of operation.

Paychecks will not, under any circumstances, be given to any person other than the employee without written authorization. Paychecks may also be mailed to the employee's address or deposited directly into an employee's bank account upon request.

For salaried employees, salary payments are made on a semi-monthly basis for base salary due up to the pay date. Overtime payment, which is included with the non-exempt employee's base salary payment, is also paid semi-monthly.

Met Tech pays all salaried employees on a twelve (12) month year, regardless of whether they work summers. Hourly employees are paid semi-monthly on the same schedule as salaried employees. Hours worked from the 1st to the 7th of each month will be paid on or about the 15th of each month. Hours worked from the 8th to the 22nd will be paid on or about the final day of each

month. Hours worked from the 23rd to the close of the month will be paid on the first paycheck of the following month, on or about the 15th of the next month. For more information on pay periods, please contact the Human Resources department.

Employees will be paid through direct deposit of funds to savings or checking accounts at their bank of choice (providing the bank has direct deposit capability). To activate direct deposit, a *Direct Deposit Authorization* form may be obtained from Human Resources. Due to banking requirements it may take several weeks for activation of the Direct Deposit.

In the event of a lost paycheck please see Payroll for a *Stop Check Request Form*. In the event the lost paycheck is recovered and *Met Tech* identifies the endorsement as that of the employee, the employee must remit the amount of the replacement check to *Met Tech* within 24 hours of the time it is demanded.

A statement of earnings is available via Paychex website (access instructions below) each pay period to employees indicating Gross Pay, Statutory Deductions, and Voluntary Deductions. Voluntary deductions must be declared and authorized in writing by the employee through our “Voluntary Deductions Form”. The amount of Federal withholding is affected by the number of exemptions claimed on Form W-4, Employee’s Withholding Allowance Certificate. If an employee’s marital status changes or the number of exemptions previously claimed increases or decreases, a new Form W-4 must be submitted.

The web address to view statement of earnings is **<https://eservices.paychex.com>**. Your Company ID is **0472-A962**. Your user name is the first initial of your first name and your entire last name (example: **jbean**). Your initial password is the first initial of your first name (**capitalized**) combined with the first initial of your last name (**capitalized**) and the last four digits of your Social Security number (example: using Joseph Bean with a Social Security # 123-45-6789, the password would be **JB6789**).

6.6 SALARY DEDUCTIONS

Met Tech will pay exempt employees a salary rather than by the hour. Once an employee’s PTO (paid time off) days have been exhausted or are otherwise unavailable, *Met Tech* will deduct pay from an exempt employee’s salary under the following circumstances: (i) one or more full days absences for personal reasons; (ii) one or more full day absences for illness, injury, or sickness, (iii) one or more full day disciplinary suspensions; and (iv) partial or full day absences during an approved family or medical leave. *Met Tech* will not deduct pay from an exempt employee’s salary if the employee has a partial day absence.

Exempt employees who believe that *Met Tech* made an incorrect or improper salary deduction should promptly report the deduction to their supervisors or the Human Resources Department. If *Met Tech* incorrectly or improperly made a deduction from an exempt employee’s salary, it will reimburse the employee for the deducted pay. *Met Tech* reserves the right to terminate employment once absenteeism exceeds paid or unpaid leave available.

6.7 EFFECTIVE DATE OF COMPENSATION CHANGES

Changes to the amount of an employee’s wage or salary will become effective on the first regular

pay period following the change.

6.8 DIRECT DEPOSIT

Direct payroll deposit is the automatic deposit of your pay into the financial institution account of your choice. All employees are paid by direct deposit.

6.9 ERROR IN PAY

Every effort is made to avoid errors in your paycheck. Employees who believe an error has been made should tell the Senior Accountant immediately. They will take steps to research the problem and endeavor to make any necessary corrections by the next regular pay day.

6.10 WAGE GARNISHMENT

Met Tech hopes that its employees will manage their financial affairs so that it will not be obligated to execute any court-ordered wage garnishments. However, when an employee's wages are garnished by court order; *Met Tech* is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. *Met Tech* will, however, honor the Federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from an employee's paycheck. A \$3.00 service fee may be charged per check written to cover the administration of the above, if permitted by the judgment of garnishment.

SECTION 7

BENEFITS AND TIME OFF

7.1 GROUP BENEFITS

Met Tech offers a benefits program for its regular full-time employees. However, the existence of these programs does not signify that an employee will necessarily be employed for the required time necessary to qualify for the benefits included in and administered through these programs.

Purpose and Policy

Met Tech strives to provide the best, most equitable and cost-effective benefits for employees in recognition of the influence employment benefits have on the economic and personal welfare of our employees. Paid in various benefit forms on your behalf, the total cost to provide the benefit program described in this Handbook and other documents is a significant supplement to your pay and should be viewed as additional compensation.

Policies, provisions and procedures that govern the organization's benefit program apply to all regular full-time and part-time employees, whether exempt or nonexempt status, unless otherwise provided in a particular benefit plan.

Some benefits may earn credit during your new-hire introductory period, but eligibility to use the benefit will not occur in most cases until you obtain regular status, or meet other conditions of employment specified in the Handbook or contained in the benefit policy/plan booklets.

Employee Cost Sharing

Discretionary employment benefits, those benefits that are not mandated by state or federal law, are selected and controlled by *Met Tech*. Decisions to provide and continue providing these benefits are based on such considerations as cost, composition of our workforce, operational efficiency, and desirability of benefit provisions. Where costs of discretionary insurance benefit plans exceed the organization's interest, ability, or willingness to pay the full premium rate to maintain the current benefit level, you may be required to share in the cost to continue the insurance plan coverage.

Benefit Design and Modification

Met Tech reserves the right to design plan provisions and to add, eliminate, or in other ways modify any discretionary benefits described in this Handbook or elsewhere in plan documents, where and when it is deemed in the organization's best interest to do so. These benefits are subject to change depending on management decision and resources. Therefore, it is not appropriate for you to make a serious personal decision based solely on the current presence of an organization benefit.

Benefit Plan Documents

You will be provided with summary plan descriptions upon eligibility and enrollment. The benefit programs are explicitly defined in legal documents, including insurance contracts, official plan texts, and trust agreements. In the event of a conflict between these documents and this policy, the plan documents will govern. All of these official documents are readily available from Human Resources Department for your review. We ask that you refer any questions about this information to the Human Resource Department.

Right to Modify

Met Tech reserves the right, in its sole and absolute discretion, to amend, modify or terminate, in whole or in part, any or all of the provisions of the benefit plans described herein, including any health benefits that may be extended to retirees and their dependents. Further, *Met Tech* reserves the exclusive right, power and authority, in its sole and absolute discretion, to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans. For more complete information regarding any of our benefit programs, please contact Human Resources.

Other Benefits

Met Tech will provide such other benefits to employees as may from time to time be mandated by applicable law and reserves the right at any time and from time to time to terminate, substitute or modify such benefits to the extent permissible under applicable law.

7.2 COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under *Met Tech* health plan when a “qualifying event” would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at *Met Tech* group rates plus an administration fee. *Met Tech* or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under *Met Tech* health insurance plan. The notice contains important information about the employee's rights and obligations.

7.3 SOCIAL SECURITY/MEDICARE

If you are a full time regular employee contributing to Teachers Retirement System of Tennessee, your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your husband or wife, or former husband or wife, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected. Under the Social Security Law, there are two ways your Social Security benefit may be affected.

1. Windfall Elimination Provision
2. Government Pension Offset

For more information please contact the Human Resources Department.

Met Tech withholds income tax from all employees' earnings and participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

7.4 RETIREMENT

Met Tech offers participation in a state retirement plan for those employees who are eligible to participate.

7.4 PAID TIME OFF (PTO)

Paid time off (PTO) provides regular full-time staff members with an entitlement of days away from work with pay upon the completion of a 30-day Introductory Period. PTO days may be used for vacation, personal time, illness or time off to care for family or dependents.

PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible. Employees using extended PTO time (in excess of 3 days) must submit a request at least two weeks before the extended PTO or if used as sick time the employee must submit a doctor's release upon return to work. Your supervisor uses his/her discretion to approve PTO without advance notice.

Temporary employees, part time employees, workers being paid short or long-term disability insurance, and workers being paid workers' compensation are not eligible to receive or accrue

PTO.

PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, or immediately before or after holidays without supervisor's permission. See your supervisor for specific department blackout dates.

From their date of hire all 12-month, 11-month, 10-month, 9.75-month and 9.5-month school based employees are eligible to earn up to ten (10) days of PTO during their scheduled work year. All 12-month school based non-administrators are eligible to earn up to twenty (24) days of PTO during their scheduled work year. 12-month administrators and Central Office employees are eligible to earn up to twenty-four (24) days of PTO during their scheduled work year. All employees should refer to the "use it or lose it" policy under Carryover.

Carryover

Each employee may carry over 15 days of accrued PTO over into the next fiscal or school year. Employees are responsible for monitoring their PTO over the course of the school year.

Use it or Lose it Policy

All employees will follow the "use it or lose it" policy. PTO time in excess of 15 days not taken by the end of the school year (for school-based employees) or by June 30th (for administrators or central office employees) will be lost.

PTO Exceptions:

Employees, who miss more than three consecutive unscheduled days, may be required to present a doctor's release to the Human Resources department and/or Supervisor that permits them to return to work.

PTO taken in excess of the PTO accrued can result in disciplinary action up to and including employment termination. This time will be unpaid. The only possible exception to this policy must be granted by the employee's supervisor.

Under the Family and Medical Leave Act (FMLA) policy, all accrued PTO time is taken before the start of the unpaid FMLA time. Employees will not take any paid time off days while on FMLA leave or any other unpaid leave of absence.

In the event an employee has exhausted his or her PTO, any additional time off must be approved by your supervisor and will be taken without pay. Any employee who misses three consecutive days of work without notice to their supervisor may be considered to have voluntarily quit their job.

Upon the voluntary or involuntary termination of employment, employees will be paid their earned PTO based on their date of separation and their hourly rate of pay. PTO accrued prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave. Under the Family and Medical Leave Act (FMLA) policy, all accrued PTO time is taken before the start of the unpaid FMLA time. Employees will not take any paid time off days while on FMLA leave or any other

unpaid leave of absence.

In the event an employee has exhausted his or her PTO, any additional time off must be approved by your supervisor and will be taken without pay. Any employee who misses three consecutive days of work without notice to their supervisor may be considered to have voluntarily quit their job. Earned PTO cannot be taken before it is accrued and approved

7.5 DONATION OF PTO

Met Tech recognizes that employees may have a family emergency or a personal crisis that causes a severe impact to them resulting in a need for additional time off in excess of their available paid time off. To address this need all eligible employees will be allowed to donate PTO time from their unused balance to their co-workers in need in accordance with the policy outlined below. This policy is strictly voluntary.

Eligibility

Employees who donate sick/personal time must be employed with *Met Tech* for a minimum of 6 months.

Guidelines

Employees who would like to make a request to receive donated sick/personal time from their co-workers must have a situation that meets the following criteria:

- **Family Health Related Emergency-** Critical or catastrophic illness or injury of the employee or an immediate family member that poses a threat to life and/or requires inpatient or hospice health care. Immediate family member is defined as spouse, child, parent or other relationship in which the employee is the legal guardian or sole caretaker.
- **Other Personal Crisis-** A personal crisis of a severe nature that directly impacts the employee. This may include a natural disaster impacting the employee's primary residence such as a fire or severe storm.

Employees who donate sick/personal time from their unused balance must adhere to the following requirements:

Donation minimum- 4 hours

Donation maximum- 40 hours or no more than 50 % of your current balance

Note: Employees who donate time must have sufficient time in their balance and will not be permitted to exhaust their balances due to the fact that they may experience their own personal need for time off. Employees cannot borrow against future sick/personal time to donate.

Employees who receive donated sick/personal time may receive no more than 40 hours within a 12-month period. Employees who are currently on an approved leave of absence cannot donate sick/personal time.

Procedure

Employees who would like to make a request to receive donated PTO time are required to complete a Donation of Sick/Personal Time Request Form which includes authorization to present their request to the employees of *Met Tech* for the sole purpose of soliciting donations. Employees who wish to donate PTO time to a co-worker in need must complete a Donation of Sick/Personal Time Form. All forms should be returned to the SOM or the Human Resources Department before leave is taken.

Approval

Requests for donations of sick/personal time must be approved by the employee's immediate supervisor. If the recipient employee has available PTO time in their balance, this time will be used prior to any donated PTO time. Donated sick/personal time may only be used for time off related to the approved request. PTO time donated that is in excess of the time off needed will be returned to the donor.

7.6 RECORD KEEPING

The Human Resources department keeps a record of PTO days accrued, used and donated. Each employee is responsible for verifying his/her pay stub to make sure the correct amount of hours appear.

7.7 HOLIDAYS

Met Tech recognizes the following paid holidays for all school employees:

New Years Day

Dr. Martin Luther King Day

Labor Day

Columbus Day

Veterans Day

Thanksgiving: Wednesday through Friday

Christmas: Christmas Eve through January 2

Unless otherwise provided in this policy, all *Met Tech* employees will receive time off with pay at their normal base rate for each observed holiday. Employees on a leave of absence are ineligible for holiday benefits that accrue while on leave. Temporary and part time employees are not eligible to receive holiday pay.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- At the request/approval of their supervisor, Principal or Assistant Principal
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved vacation

7.8 BEREAVEMENT

Met Tech provides full-time employees up to three days paid bereavement leave, beyond sick or personal time, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five days with prior approval from your supervisor.

7.9 JURY DUTY

Met Tech encourages and expects all employees to fulfill their civic responsibility by serving jury duty when required. *Met Tech* employees summoned for jury duty will be granted a leave of absence for the period of time required for such jury duty. The leave of absence will be granted without loss of PTO or any other benefit. If employee is present at court and has not been picked to serve trial he or she must turn in hours served from the clerk of court to their supervisor daily. If employee has been picked to serve trial, all time after the first day, he or she will be paid the difference between his or her regular salary or wage and the amount he or she receives as a juror. Any employee summoned for jury duty must provide his or her supervisor with an authentic summons, subpoena, or notice for such duty and upon returning to work must present proof of jury duty service, including the dates of the employee's service. Employees are expected to return to work if they are excused for jury duty during their regular working hours.

7.10 MILITARY DUTY

Regular employees requiring a leave of absence for service in the uniformed services are provided leave and will be re-employed at the end of the leave. Policies governing this leave are designed according to the Uniformed Services Leave and Re-employment Act and applicable state regulations. The policy covers those employees who enter active military duty voluntarily and extends to Reservists or National Guard members who are called to limited active duty or extended training duty, including regularly scheduled annual training and military summer camp training.

Eligibility

All employees of the organization except those hired on a temporary basis are eligible for the leave.

Length of Leave

The length of the military leave is determined by the uniformed services organization calling you to active duty or military encampment.

Request Procedure

You must provide written notice, using the Leave of Absence Request Form, of your obligation or intention to perform service in the uniformed services, unless notice is precluded by military necessity or is otherwise unreasonable or impossible. Failure to do so may result in loss of reemployment rights.

Pay While on Leave

Military leaves are without pay unless you elect to utilize vacation benefits earned before commencement of the leave and are otherwise eligible to use such benefits. You must request and obtain approval to receive vacation pay during military leaves of absence.

Status of Benefits

Reservists, National Guard members and veterans returning from military service in the Armed Forces have and retain rights with respect to seniority, vacation, compensation and length of service pay increases, as may be from time to time provided by applicable statutes of the United States and the state of *Tennessee*. You may maintain health care insurance benefits for up to 18 months while on leave by paying the insurance premium through COBRA for any leave extending beyond 30 days.

Reinstatement

If you are returning from a Uniformed Service Leave, you must report to work or request reemployment within prescribed time limits, which are based on the length of the leave:

1 to 30 days:

You are expected to report to work on the first regularly scheduled workday following completion of training and you will be reinstated to the same position you held at the time the service leave began.

31 to 180 days:

If you are a Reservist or National Guard member returning from initial active duty for training you must submit an application for re-employment within 31 days after release from service under honorable conditions. You will be returned to the same position held at the time the service leave began, provided the leave has been for less than 90 days in length. If 91 days or longer, when you return you will be reinstated to the same job, or comparable job in terms of like seniority, status and pay, as long as you are qualified to perform the duties.

181 days or longer:

If you are returning from active duty in the armed services, you must submit an application for re-employment within 90 days after completion of satisfactory service. You will be reinstated to an equivalent position as long as you are qualified to perform the duties and the organization's circumstances have not changed to the extent that it would be impossible or unreasonable to provide re-employment. When returning, you are required to provide documentation to verify your rights to re-employment, including your separation papers. Time limits for application for re-employment are extended for up to two years for disabled veterans. Failure to file an application within the required time period forfeits the right to re-employment.

7.11 FAMILY MEDICAL LEAVE ACT (FMLA)

Eligible employees may take up to 12 workweeks of unpaid, job protected leave under the Family and Medical Leave Act ("FMLA") in a 12-month period for specified family and medical reasons. Additional information regarding this policy may be obtained from the Human Resource Manager.

Employee Eligibility

To be eligible for FMLA leave, you must have:

Worked for *Met Tech* for at least 12 months; and Worked at least 1250 hours for *Met Tech* during those 12 months.

Conditions Triggering Leave

FMLA leave may be taken for any of the following reasons:

1. The birth of an employee's child and to care for the newborn child;
2. The placement and care for a newly adopted or recently placed foster child;
3. To care for a spouse, child, or parent (but not parent-in-law) who has a serious health condition; or
4. An employee's own serious health condition that renders the employee unable to perform one or more of the essential functions of his or her job.

Duration of Leave

Eligible employees may receive up to 12 workweeks of unpaid leave during a “rolling” 12-month period measured backward from the date of any FMLA leave. FMLA leave for the birth or placement of a child for adoption or foster care must be completed within 12 months of the birth or placement.

Use of Accrued Paid Leave

Any unused paid leave that is available at the time of the request for the FMLA leave will be applied concurrently and at the beginning of the leave. Except for any paid leave that is applied, an employee is not entitled to any compensation during the FMLA leave.

Intermittent Leave

Employees may request intermittent leave or reduced schedule leave to care for a family member with a serious health condition or if you have a serious health condition that warrants such a request.

Notice and Medical Certification

When seeking FMLA leave, employees must provide:

Thirty (30) days advance notice of the need to take FMLA leave, if the need is foreseeable, or notice as soon as practicable in the case of an unforeseeable leave; Medical certification supporting the need for leave due to a serious health condition affecting you or an immediate family member must be returned before your leave begins, or if not possible, within 15 days of *Met Tech* request to provide the certification. If you fail to do so, *Met Tech* may delay the commencement of your leave or withdraw any designation of FMLA leave, in which case your leave of absence would be unauthorized, subjecting you to discipline up to and including termination. Second to third opinions and periodic recertification may also be required; Periodic reports as deemed appropriate during the leave regarding your status and intent to return to work; and Medical certification of fitness for duty before returning to work if the leave was due to your serious health condition. Failure to comply with the foregoing requirements may result in delay or denial of leave.

Maintenance of Benefits

While on a leave of absence provided for under this policy, *Met Tech* will continue your group health insurance benefits under the same terms as provided to other employees, for up to a maximum of 12 weeks leave during any one year period. If your leave extends beyond 12 weeks, you shall be offered the opportunity to purchase continuing coverage under state and federal COBRA continuation rules. Employees who fail to return to work after expiration of FMLA leave may be required to reimburse the *Met Tech* for health insurance premiums paid during the leave.

Other accumulated fringe benefits such as retirement, service credits and the like, shall be preserved at the level accrued as of commencement of the leave, but shall not be earned or accrue further during any such leave period.

Reinstatement

Subject to certain exceptions permitted by law, *Met Tech* will restore employees to their original and equivalent positions upon return from FMLA leave. If, due to medical circumstances, you are no longer able to perform your original job, *Met Tech* will attempt to transfer you to alternate suitable work, if available.

Definitions

For purposes of this policy:

A child is defined as a natural, adopted, or foster child, a stepchild or a legal ward;

A parent is defined as the employee's or his/her spouse's natural, adoptive, or foster parent, stepparent, or legal guardian.

A serious health condition is defined as a disabling physical or mental illness, injury, impairment, or condition involving a) inpatient care in a hospital, nursing home, or hospice; or b) outpatient care requiring continuing treatment or supervision from a health care professional.

7.12 PROFESSIONAL DEVELOPMENT

Met Tech expects all employees to maintain necessary certifications and encourages all employees to attend meetings, conferences, and other educational sessions that provide training and ideas helpful to the development or operation of its schools. Employee requests to attend short-term professional development opportunities (two days or less) not sponsored by *Met Tech* are subject to the approval of the Principal or the Chief Academic Officer. Employees will be allowed with the approval of their supervisor and the Chief Academic Officer to attend extended professional development programs. Extended professional development programs are considered more than two days. An employee will be expected to make up the time missed at work while participating in the extended program or choose to take an unpaid leave of absence to complete the program.

Throughout the course of the year, the school will have numerous options available to make up the time spent in an extended program. Those include assistance with preparing the school before it opens in the Fall or once school starts. These activities may take place after hours or on weekends. A determination regarding how and when you will make up this time will be decided

on an individual basis. The school is willing to work with you in this regard; however, if this time is not made up, a pay adjustment may be required.

Employees should submit written requests to take professional development days to their supervisors for approval. The request shall include a printed or written agenda and/or printed material pertaining to the professional development. *Met Tech* requests that employees submit requests to take professional development days at least 10 days for in town events and at least 30 days for out-of town events. The granting of request will be solely in the discretion of the Principal or Chief Academic Officer.

SECTION 8

SEPARATION OF EMPLOYMENT

8.1 EMPLOYMENT TERMINATION

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are a few examples of some of the most common circumstances under which employment is terminated:

- **Resignation** – voluntary employment termination initiated by an employee.
- **Termination** – involuntary employment termination initiated by *Met Tech*.
- **Layoff/Non-Retention** – involuntary employment termination initiated by *Met Tech* for non-disciplinary reasons.
- **Surplus**-involuntary employment termination initiated by *Met Tech* for budgetary reasons.

When a non-exempt employee intends to terminate his/her employment, he/she shall give *Met Tech* at least two (2) weeks written notice. Exempt employees shall give at least four (4) weeks written notice.

Since employment with *Met Tech* is based on mutual consent, both the employee and *Met Tech* have the right to terminate employment at will, with or without cause.

Any employee who terminates employment with *Met Tech* shall return all files, records, keys, and any other materials that are property of *Met The*. No final settlement of an employee's pay will be made until all items are returned in appropriate condition. The cost of replacing non-returned items will be deducted from the employee's final paycheck.

Furthermore, any outstanding financial obligations owed to *Met Tech* will also be deducted from the employee's final check. Employee's benefits will be affected by employment termination in the following manner. Some benefits may be continued at the employee's expense (See Section 5, Benefits) if the employee elects to do so. The employee will be notified of the benefits that may be continued and of the terms, conditions, and limitations.

8.2 OFFER LETTERS: NON-RENEWAL, RENEWAL

All new employees are given an initial offer letter as a term of employment.

Non-Renewal of Offer Letter

At the time designated by the School Calendar, a supervisor may recommend Non-Renewal of an employment offer, effective at the end of the current school year. The reasons for nonrenewal

cannot be based on an employee's exercise of Constitutional rights, or based unlawfully on an employee's race, color, religion, sex, national origin, disability, or age. Reasons for a recommendation of Non-Renewal must be based on one of the following:

- Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communication.
- Failure to fulfill duties or responsibilities.
- Incompetency or inefficiency in the performance of required or assigned duties.
- Inability to maintain discipline in the classroom or at assigned school-related functions.
- Insubordination or failure to comply with official directives.
- Failure to comply with policies or administrative regulations.
- Conducting personal business during school hours when it results in neglect of duties.
- Reduction in Force (RIF) because of financial exigency or program change.
- Drunkenness or excessive use of alcoholic beverages; illegal use of drugs, hallucinogens, or other substances.
- The possession, use, or being under the influence of alcohol, alcoholic beverages, or drugs and narcotics while on school property, working in the scope of the employee's duties, or attending any school or school sponsored activity.
- Conviction of a felony or any crime involving moral turpitude.
- Failure by an employee to report his or her indictment, conviction, or deferred adjudication for any felony or any crime involving moral turpitude as required by policy.
- Failure to meet the Associations standards of professional conduct.
- Failure to comply with reasonable requirements regarding advanced coursework or professional improvement and growth.
- Disability, not otherwise protected by law, which impairs performance of required duties.
- Immorality which is conduct the Association determines is not in conformity with the accepted moral standards of the community. Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude, or indicative of corruption, indecency, or depravity.
- Any activity, school-connected or otherwise, because of the publicity given it, or knowledge of it among students, faculty, community, impairs or diminishes the employee's effectiveness in the Association.
- Reasons specified in individual employment offer letters reflecting special conditions of employment such as but not limited to failure to fulfill requirements for certification.
- Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
- A significant lack of student progress.
- Assault on an employee or student.
- Falsification of records or other documents related to the Associations activities.
- Falsification of required information on an employment application.
- Misrepresentation of facts to a supervisor.
- Any attempt to encourage or coerce a child to withhold information from the child's parent.

Renewal

Renewal offer letters will be issued at the end of the school or fiscal year.

8.3 EXIT INTERVIEWS

In a termination or voluntary resignation situation, *Met Tech* management likes to conduct exit interviews to discuss an employee's reasons for leaving and any other impressions that the employee may have about *[Organization Name]*. During the exit interview, employees can provide insights into areas for improvement that *Met Tech* can make. Every attempt will be made to keep all information confidential.

8.4 RETURN OF MET TECH PROPERTY

Property issued/purchased for you, such as, but not limited to, computer equipment, keys, communication device, and petty cash must be returned to *Met Tech* at the time of employee's separation of employment from *Met Tech*. Employees will be responsible for any lost or damaged items. The value of any property issued and not returned may be deducted from the employee's paycheck. Employees may be required to sign a wage deduction authorization form for this purpose.

8.5 POST EMPLOYMENT INQUIRIES

Met Tech does not respond to oral requests for references. In the event an employee's employment with *Met Tech* is terminated, either voluntarily or involuntarily, *Met Tech* may be able to provide a reference to potential employers only if the employee has completed and signed a release form. Employees of *Met Tech* should not under any circumstances respond to any requests for information regarding another employee unless it is part of their assigned job responsibilities. Employees who receive requests for information regarding other employees should forward those requests to their supervisor who should then forward them to the Director of Human Resources.

SECTION 9

EMPLOYEE COMMUNICATIONS

9.1 COMPUTER, E-MAIL AND INTERNET POLICY

The following policy applies only to those employees with access to Met Tech computers and the Internet.

Every employee is responsible for using *Met Tech* computer system, including, without limitation, its electronic mail (E-mail) system and the Internet, properly and in accordance with this policy. Any questions about this policy should be addressed to the Human Resource anager.

The Computer System Is Met Tech's Property

The computers that you use at work and the E-mail system are the property of *Met Tech* and have been provided for use in conducting *Met Tech* business. All communications and information transmitted by, received from, created or stored in its computer system (whether through word processing programs, E-mail, the Internet or otherwise) are *Met Tech* records and property of *Met Tech*. The computer system is to be used for *Met Tech* purposes only. Employees may, however, use *Met Tech* technology resources for the following incidental personal uses so long

as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with *Met Tech* business, and does not violate any *Met Tech* policy:

(1) To send and receive necessary and occasional personal communications; (2) To prepare and store incidental personal data (such as personal calendars, personal address lists, and similar incidental personal data) in a reasonable manner; (3) To use the telephone system for brief and necessary personal calls; and (4) To access the Internet for brief personal searches and inquiries during meal times or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

Although *Met Tech* does not wish to examine personal information, from time to time *Met Tech* may need to access its technology resources. *Met Tech* has the right, but not the duty, to monitor any and all of the aspects of its computer system, including, without limitation, reviewing documents created and stored on its computer system, deleting any matter stored in its system (including, without limitation, its E-mail and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing E-mail sent and received by users. Further, *Met Tech* may exercise its right to monitor its computer system for any reason and without the permission of any employee.

Employee use of *Met Tech* computer system constitutes consent to all the terms and conditions of this policy. Even if employees use a password to access the computer system (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from *Met Tech* computers is not assured.

Use of passwords or other security measures does not in any way diminish *Met Tech* right to monitor and access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to *Met Tech* as files may need to be accessed by *Met Tech* in an employee's absence or for any other reason that *Met Tech* in its discretion deems appropriate. Further, employees should be aware that deletion of any E-mail messages or files will not truly eliminate the messages from the system. All E-mail messages and other files may be stored on a central back-up system in the normal course of data management.

Therefore, employees should not have an expectation of privacy in anything they create, store, send or receive on the computer system.

Notwithstanding the foregoing, even though *Met Tech* has the right to retrieve, read and delete any information created, sent, received or stored on its computer system, E-mail messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any E-mail messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of a supervisor.

Professional Use of Computer System Required

Employees are reminded to be courteous to other users of the system and always to conduct

themselves in a professional manner. E-mails, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write E-mail communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on *Met Tech* letterhead. Because E-Mail and computer files may be subject to discovery in litigation, employees are expected to avoid making statements in E-mail or computer files that would not reflect favorably on the employee or *Met Tech* if disclosed in litigation or otherwise.

Finally, employees may not send unsolicited e-mail to persons with whom they do not have a prior relationship absent the express permission of their supervisor.

Offensive and Inappropriate Material

Met Tech policy against discrimination and harassment, sexual or otherwise, applies fully to *Met Tech* computer system, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no E-mail messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law.

Further, material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or unlawful, inappropriate, offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in *Met Tech* computers.

Employees encountering or receiving this kind of material should immediately report the incident to the Human Resources Department. *Met Tech* may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by networks. Notwithstanding the foregoing, *Met Tech* is not responsible for material viewed or downloaded by users from the Internet.

The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to *Met Tech* blocking software.

Solicitations

Met Tech computer system (including, without limitation, its E-Mail system) may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from a supervisor is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of a supervisor.

Games and Entertainment Software

Employees may not use a *Met Tech* Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through e-mail that is confidential or proprietary. Employees are referred to *Met Tech* "Confidential Nature of Work" policy, contained herein, for a general description of what *Met Tech* deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information which may be considered confidential or proprietary.

Copyrights and Trademarks

Met Tech computer system may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from a supervisor. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Further, any *Met Tech*-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of *Met Tech*, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of *Met Tech*."

Maintenance and Security of System

Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary E-mails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to *Met Tech* network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to *Met Tech* network.

In addition, files obtained from sources outside *Met Tech* including disks brought from home; files downloaded from the Internet, news groups, bulletin boards, or other online

services; files attached to e-mail; and files provided by customers or vendors may contain dangerous computer viruses that may damage *Met Tech* computer network.

Employees should never download files from the Internet, accept e-mail attachments from outsiders, or use disks from non-*Met Tech* sources, without first scanning the material with *Met Tech*-approved virus checking software. If you suspect that a virus has been introduced into *Met Tech* network, notify technology personnel immediately.

Violations of Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of Policy

Met Tech reserves the right to modify this policy at any time, with or without notice. In particular, *Met Tech* may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

Acknowledgment

Employees acknowledge this policy by signing the receipt of this handbook.

9.2 EMPLOYER INFORMATION AND PROPERTY

The protection of *Met Tech* business information, property and all other *Met Tech* assets are vital to the interests and success of *Met Tech*. No *Met Tech* related information or property, including without limitation, documents, files, records, computer files, equipment, office supplies or similar materials (except in the ordinary course of performing duties on behalf of *Met Tech* may, therefore, be removed from *Met Tech* premises or disclosed to without permission from the Chief Executive Officer. In addition, when an employee leaves *Met Tech*, the employee must return to *Met Tech* all *Met Tech* related information and property that the employee has in his/her possession, including without limitation, documents, roll books, files, records, manuals, information stored on a personal computer or on a computer disc, supplies, and equipment or office supplies. Violation of this policy is a serious offense and will result in appropriate disciplinary or legal action.

9.3 INTERNAL INVESTIGATIONS AND SEARCHES

From time to time *Met Tech* may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in *Met Tech* discretion, employees' work areas (*i.e.* desks, file cabinets, lockers, etc.) and personal belongings (*i.e.* brief cases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for *Met Tech* property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to *Met Tech*.

Met Tech will generally try to obtain an employee's consent before conducting a search of work areas and personal belongings, but it may not always be able to do so.

9.4 CELL PHONE POLICY

Met Tech will provide PDA devices to various individuals based on need. The PDA device or cell phone is the property of the *Met Tech* and should be cared for. If the device is broken or damaged by the employee, the amount to replace the device will be deducted from the paycheck of that employee. This device is provided to you to ensure that you are reachable by other *Met Tech* personnel for any *Met Tech* matter during business and off-business hours. To get specifics regarding your plan, please refer to the Property Use Authorization form. The PDA device and cell phone must be returned to *Met Tech* upon termination of employment, no matter the reason for leaving *Met Tech*. If the device is not returned, its replacement cost will be deducted from the final paycheck.

9.5 SAFETY

The management of *Met Tech* is committed to providing the resources and manpower necessary to develop, implement, and administer a safety program for the protection of its employees. All management personnel and employees are expected to meet their responsibilities to make the safety program effective and productive. Periodic reviews of our safety program will be conducted by management to maintain its effectiveness.

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to your supervisor, Principal, Assistant Principal or School Operations Manager. If you or another employee is injured, you should contact outside emergency response agencies, if needed. If an injury does not require medical attention, an Employer Report of Injury/Illness Form must still be completed in case medical treatment is later needed and to insure that any existing safety hazards are corrected. The Employee's Claim for Worker's Compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred.

Safety Rules

1. Smoke only in approved areas.
2. Horseplay and fighting will not be tolerated in the workplace.
3. Possession of unauthorized firearms, alcoholic beverages, illegal drugs, or unauthorized medically prescribed drugs will not be tolerated in the workplace. Inform your immediate supervisor if you are required to take medication during work hours. Written medical evidence stating that the medication will not adversely affect your decision making or physical ability may be required, particularly if you drive a vehicle on company business.
4. Report all work related injuries to your supervisor immediately.
5. Immediately report accidents, near accidents, and property damage to your supervisor regardless of severity.
6. Use required personal protective equipment (PPE) and/or safety procedures to protect yourself from potential hazards that cannot be eliminated. Maintain your PPE in good condition.
7. Operate equipment only if you are trained and authorized.
8. If you do not understand your job assignment, ask your supervisor for help.

9. Inspect your workstation for potential hazards and ensure that the equipment is in safe operating condition before using it.
 10. Immediately report any unsafe condition or act to your supervisor. Take any temporary corrective action you can to render the area safe until permanent corrections can be made.
 11. If your work creates a potential hazard, correct the hazard immediately or use safety tape to isolate the area before leaving it unattended.
 12. If there is any doubt concerning the safety work method to be used, consult your supervisor before beginning the work.
 13. Follow recommended work procedures outlined for the job including safe work methods.
 14. Maintain an orderly environment. Store all equipment in a designated place. Put scrap and waste material in a refuse container.
 15. Report any smoke, fire, or unusual odors to your supervisor.
 16. Use proper lifting techniques. For objects exceeding 50 pounds in weight, specific methods for safe lifting should be determined by your immediate supervisor.
 17. Never attempt to catch a falling object.
 18. Comply with all state and local traffic laws, signs, signals, markers, and persons designated to direct traffic. Fasten seat belts before driving any motor vehicle.
 19. Know and follow departmental rules regarding first aid, emergency procedures, evacuation routes, and fire department notification.
 20. Assist and cooperate with all safety investigations and inspections and assist in implementing safety procedures as requested.
- Employees who do not comply with these safety rules may be subject to disciplinary action and may be considered undesirable for continued employment with *Met Tech*.

9.6 NO SOLICITATION/DISTRIBUTION POLICY

Non-employee visitors have a limited right of access to *Met Tech* facilities and should only be on *Met Tech* property for purposes directly related to their children's education. Visitors who are not visiting for the purpose of directly dealing with their child should report to the Principal or Business Office and will only be allowed visitation for purposes of proper sales or maintenance and repair. Exceptions to this policy can be obtained only through administrative approval to non-employee representatives of a limited number of charitable nonprofit organizations.

Employees may not engage in solicitation or in the distribution of literature during working time in working areas. Working time means the period scheduled for the performance of job duties, not including meal times, break times, or other periods when employees are properly not engaged in performing work-related duties. Employees on their meal times break times, or other non-working times may not solicit or distribute literature to other employees during the working time of such employees. Bulletin boards on employer property are to be used for official purposes only to notify employees about information approved in advance by management. Only those management employees designated by *Met Tech*, may post material on, or remove material from, official bulletin boards.

9.7 FEE AND CASH COLLECTION

No staff member, other than specifically authorized individuals, is permitted to accept cash and/or checks. All school events, for which money is collected, must be approved by the Principal and the Finance Department. The Site Operations Manager will supervise the

collection of all fees and will be responsible for managing the receipts with the Finance Department. Teaching staff and students are not permitted to do fundraising or fee collection; rather, all financial transactions should be coordinated with the Site Operations Manager and Finance Department. Teachers and staff are not permitted to conduct personal sales or fundraising (such as Avon, bath/beauty products, etc). Cash and/or checks should not be stored or locked in staff offices or desks.

9.8 TUITION ASSISTANCE

Please see the Director of Human Resources for guidance regarding Tuition Assistance.

9.9 NEPOTISM

Met Tech permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of *Met Tech* create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household.

Met Tech will use sound judgment in the placement of related employees in accordance with the following guidelines:

Individuals who are related by blood, marriage, or reside in the same household are permitted to work in the same department, provided no direct reporting or supervisor to subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members. Employees who marry while employed or become part of the same household are treated in accordance with these guidelines. That is, if in the opinion of *Met Tech*, a conflict arises as a result of the relationship, one of the employees may be transferred at the earliest practicable time. Any exceptions to this policy must be approved by the Chief Executive Officer.

9.10 VIOLENCE IN THE WORKPLACE

Met Tech has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect *Met Tech* or which occur on *Met Tech* property will not be tolerated. Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at *Met Tech* or to create a hostile, abusive, or intimidating work environment for one or several employees.

Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on *Met Tech* premises, regardless of the relationship between *Met Tech* and the parties involved.

All threats or acts of violence occurring off *Met Tech* premises involving someone who is acting in the capacity of a representative of *Met Tech*.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

Hitting or shoving an individual.

Threatening an individual or his/her family, friends, associates, or property with harm.

Intentional destruction or threatening to destroy *Met Tech* property.

Making harassing or threatening phone calls.

Harassing surveillance or stalking (following or watching someone).

Unauthorized possession or inappropriate use of firearms or weapons.

Met Tech's prohibition against threats and acts of violence applies to all persons involved in *Met Tech* operation, including but not limited to personnel, contract, and temporary workers and anyone else on *Met Tech* property.

Violations of this policy by any individual on *Met Tech* property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors.

9.11 BUILDING SECURITY

All employees who are issued keys to the office are responsible for their safekeeping. These employees will sign a Building Key Disbursement form upon receiving the key. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on Company property after hours without prior authorization.

9.12 SUPPLIES; EXPENDITURES; OBLIGATING THE COMPANY

Only authorized persons may purchase supplies. No employee whose regular duties do not include purchasing shall incur any expense on behalf of or bind *Met Tech* by any promise or representation without written approval.

9.13 EXPENSE REIMBURSEMENT

Expenses incurred by an employee must have prior approval by a supervisor. Reimbursements under \$25.00 will be included in the employee's next regular paycheck. An example of such an expense would include mileage. If the amount is more than \$25.00, the reimbursement request will be processed like an invoice. All completed reimbursement request forms should be turned in to Accounts Payable/Payroll Department.

9.14 PARKING

Employees must park their cars in areas indicated.

9.15 PUBLIC IMAGE

A professional appearance is important anytime that you come in contact with parents and visitors. Employees should be well groomed and dressed appropriately for our business and for their position in particular.

The following items are considered inappropriate working attire :

- Spaghetti-strapped shirts
- Tank tops or revealing shirts
- Short mini skirts
- Sheer clothing
- T-shirts with inappropriate or offensive gestures or advertising]

If management occasionally designates "casual days," appropriate guidelines will be provided to you. Consult your supervisor if you have any questions about appropriate attire.

Appendix A

Employee Handbook Acknowledgment

I acknowledge that I have received a copy of *Met Tech* Employee Handbook. I agree to read it thoroughly, including the statements in the foreword describing the purpose and effect of the Handbook. I agree that if there is any policy or provision in the Handbook that I do not understand, I will seek clarification from my supervisor or the Human Resource Manager.

I understand that, except as otherwise provided in a contract of employment signed by the Chief Executive Officer, *Met Tech* is an "at will" employer and as such employment with *Met Tech* is not for a fixed term or definite period and may be terminated at the will of either party, with or without cause, and without prior notice. No supervisor or other representative of *Met Tech* (except the Chief Executive Officer) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. In addition,

I understand that this Handbook states *Met Tech* policies and practices in effect on the date of publication. I understand that nothing contained in the Handbook may be construed as creating a promise of future benefits or a binding contract with *Met Tech* for benefits or for any other purpose. I also understand that these policies and procedures are continually evaluated and may be amended, modified or terminated at any time.

Please sign and date this receipt and return it to the HR Department.

Date: _____

Signature: _____

Print Name: _____

Attachment J: Insurance Coverage

Attachment O: Planning and Budget Worksheet

**Metamorphosis Vocational Technical School
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary**

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Starting Fund Balance	-	2,883,791	6,233,550	8,673,894	10,692,784	12,040,774
State Revenues	-	4,698,900	4,839,867	4,839,867	4,839,867	4,839,867
Federal Revenues	-	1,044	1,075	1,075	1,075	1,075
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	4,500,000	-	-	-	-	-
Total Revenues	4,500,000	4,699,944	4,840,942	4,840,942	4,840,942	4,840,942
Staffing	230,645	537,640	1,531,336	1,906,111	2,246,544	2,813,044
Employer Benefits & Taxes	22,444	47,925	135,110	168,129	494,975	742,091
Contracted Services	182,160	148,660	137,040	139,781	142,576	145,428
Supplies & Materials	255,760	84,760	65,400	66,208	67,032	67,873
Facility-Related Expenses	925,200	523,700	524,137	534,174	534,174	534,174
Other Charges	-	7,500	7,575	7,650	7,650	7,650
Debt Service	-	-	-	-	-	-
Total Expenses	1,616,209	1,350,185	2,400,598	2,822,053	3,492,952	4,310,260
Net Income	2,883,791	3,349,759	2,440,344	2,018,889	1,347,990	530,682
Ending Fund Balance	2,883,791	6,233,550	8,673,894	10,692,784	12,040,774	12,571,456

Attachment P: Budget Narrative
